

Annual Report
of the
Federal Security
Agency

SECTION
TWO

U. S. Office
of Education

1945

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1945



FEDERAL SECURITY AGENCY WATSON B. MILLER, *Administrator*
U. S. OFFICE OF EDUCATION JOHN W. STUDEBAKER, *Commissioner*

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FOR THE FISCAL YEAR

1945

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LETTER OF TRANSMITTAL

FEDERAL SECURITY AGENCY,
U. S. OFFICE OF EDUCATION,
Washington, D. C., November 1, 1945.

SIR: I have the honor to submit my annual report embracing the activities of the U. S. Office of Education for the fiscal year ending June 30, 1945.

Respectfully,

JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

The Honorable WATSON B. MILLER,
Federal Security Administrator.

FOREWORD

In part II of the 1944 Annual Report of the U. S. Office of Education there was set forth a plan of organization to improve the services of the Office to American education. That plan contemplated no innovations in the types of activities which the Office of Education would carry on, but rather an expansion of staff and improvement of organization within the Office by which to accomplish more efficiently the purpose for which the Office of Education was established, namely, (1) "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and (2) of diffusing such information respecting the organization and management of schools, school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems and (3) otherwise promote the cause of education throughout the country."

During the fiscal year 1945 the aforementioned plan was widely and thoughtfully discussed in educational circles and in the Congress. A relatively small increase in appropriations was provided to the Office of Education with which to begin the proposed improvements in its services. Early in the fiscal year 1946 these improvements were begun by the regrouping of staff and functions of the Office in eight operating divisions. As a preview of next year's annual report it may be indicated that these divisions now functioning will provide the outline for the 1946 annual report.

The present report for the fiscal year ending June 30, 1945, gives a brief panoramic view of the services and activities of the Office under the plan of organization existing during the final wartime year. It reflects the far-reaching relationships of the war to the activities of the Office of Education and of the Nation's schools, school systems, and colleges.

As this report goes to press the war itself has been brought to a victorious conclusion. We have entered upon the postwar period with its manifold problems and responsibilities and its great opportunities for the winning of a just and lasting peace. Education in the United States inevitably shares these responsibilities and must have an important part in peacetime development and progress of the United States. It must provide the solid foundation of understanding and good will necessary for the solution of the many complicated domestic and international problems of the period of reconstruction and recovery. The Office of Education strengthened for its long-term peacetime task will endeavor ever more efficiently to serve schools, school systems, and colleges of the United States and "otherwise promote the cause of education throughout the country."

JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

Higher Education

Services to Colleges and Universities

THROUGHOUT THE WAR PERIOD, the major share of the time and efforts of the Division of Higher Education staff was devoted to the many urgent problems arising from, or associated with, the war effort. At the close of the fiscal year, the early end of the war was anticipated, and the emphasis upon wartime activities was increasingly being shifted to undertakings important in meeting the problems of the peace soon to come. The initiation of activities looking to the solution of postwar problems, however, involved more than the resumption of prewar activities. War is the mother of change; and the effects of the greatest of wars upon the higher institutions and the Nation they serve are widespread and profound. New emphases in research, curriculum construction, and teaching were anticipated to assist not only in repairing the ravages of the war upon the colleges and their human product, but also in meeting new social, economic, political, and educational problems and conditions.

A New Periodical

For years the Office has felt the need for a suitable medium of communication with colleges and universities and with persons and groups particularly interested in higher learning. To meet this need it established a new semimonthly periodical, *HIGHER EDUCATION*, publication of which began in January 1945.

The basic law creating the Federal Office of Education in 1867 intended that the new Office should collect and diffuse such information as would aid the people of the Nation in establishing and maintaining efficient schools, colleges, and universities. Accordingly, the new periodical includes information concerning Federal activities related to higher education, reports of statistical and other studies of education made by staff members of the office, and materials from the colleges and universities and from educational organizations and associations.

The publication is the responsibility of the Division of Higher Education, which has appointed a managing committee to be in charge of the work. However, the Division is assisted by representatives of other divisions. *HIGHER EDUCATION*, therefore, represents the higher education interests of the Office.

HIGHER EDUCATION is sent free to college and university presidents, deans of most of the schools, and a limited number of other officials, and to college and university libraries. Others may receive it at a

subscription rate of 75 cents, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Letters received from many sources indicate that this periodical is much appreciated throughout the country.

Land-Grant Colleges and Universities

The usual reporting and certification activities of the Office relating to the land-grant colleges and universities were carried on. During the year 1943-44 these 69 institutions enrolled 135,722 nonmilitary and 130,110 military students in residence, a total of 265,832. This was an increase of 30,443, or 13 percent, from the year 1940-41. A total of 29,672 degrees were conferred, of which number 3,552, or 12 percent, were graduate degrees. From 1942-43 to 1943-44 the number of degrees conferred dropped 12,554, or 29 percent.

The income of the land-grant colleges for general and educational purposes for the year 1943-44 amounted to \$275,308,908, of which amount 37 percent was from Federal sources. An additional amount of \$8,781,895 was received for physical plant and \$9,481,664 for additions to endowment. The income for general and educational purposes increased by 24 percent from 1942-43 to 1943-44. It will be observed that the rate of increase in income was greater than the rate of increase of students.

Visits of 2 to 4 days' duration were made to five land-grant colleges and universities for the purpose of studying their programs and learning about new developments in their organization and activities. Two members of the staff attended the annual meetings of the Association of Land-Grant Colleges and Universities and the Conference of Presidents of Negro Land-Grant Colleges.

Howard University

During the fiscal year 1945, the seventy-eighth in the history of the University, it operated 9 schools and colleges, enrolled 4,628 students, and employed a teaching staff of 275 persons. The total expenditure for the year was \$1,913,866, of which amount \$1,043,045, or 54 percent, was from the Federal Government.

Dental Education and Research

The Office maintains a cooperative relationship with dental education and research, which is carried on by a member of the Division. He serves as: (1) the chairman of the standing Committee on Teaching of the American Association of Dental Schools; and (2) a member of the Committee on Research of the American College of Dentists. During the year, with the cooperation of five associates, he completed a work on teaching.

In March 1944, the American Association of Dental Schools adopted a comprehensive plan for the continuous study of the dental curriculum and dental teaching, and it appointed a standing committee to have

charge of the work. Two committees—one for histology and one for oral diagnosis—have been appointed to consider the teaching of those subjects in dental schools, to prepare reports on them, and to organize conferences for the annual program of the Association in March 1946. The Committee on Teaching has supervised the work of the two committees. The report on histology has been completed and published; the one on oral diagnosis has been prepared in tentative form.

The Committee on Research of the American College of Dentists awards grants-in-aid for research on dental problems, most of which is carried on in dental schools. Currently the Committee is engaged in a study of the medico-dental relationship.

The work on teaching, a publication of 349 pages, is entitled *Teaching in Colleges and Universities With Special Reference to Dentistry* and it was published in May 1945 by the American Association of Dental Schools. It is a comprehensive work which treats such topics as psychological interpretations of learning, various methods and means of teaching at the level of higher education, and ways and means of encouraging good teaching.

Higher Education Institutions

The service of providing information on the accredited status of institutions of higher education to interested agencies and persons was rendered more efficient through the publication and distribution during the year of a new edition of the bulletin on *Accredited Higher Institutions*, the first issued since 1938. This service is one for which the demand constantly increases as new occasions for it arise, particularly in Federal education programs. The new bulletin is more helpful than those issued in past years, for it indicates the purpose for which each institution is accredited.

As has been the custom over a period of years, a member of the staff of the Division cooperated in the preparation of the annual directory of institutions of higher education. (U. S. Office of Education's Annual Directory. Part III, Colleges and Universities.) A form to obtain data on changes in personnel, organization, control, accreditation, and other items is sent to each institution in June each year. On the basis of the data secured from the institutions on these forms the directory is compiled. During the period in which the directory is going through the press, attempt is made to keep informed, through press releases, educational journals, and other sources, of current changes in college and university personnel, to be incorporated in the directory before its final printing.

Inquiries From Servicemen and Veterans

The provision by the Government of financial aid to veterans desirous of obtaining further training has brought to the Division thou-

sands of inquiries from the men and women returning from the service as well as from those still overseas. The answering of these inquiries, in addition to the number commonly received, many of which require special investigations, consumed much of the time of several persons in the Division.

Teacher Personnel Problems

The collection and dissemination of information concerning the extent of, and methods for, meeting teacher shortages continued as a divisional activity throughout the year. More than half of the enrollment of prospective teachers in college had been lost during the war. Approximately 70,000 teachers were employed on war emergency permits, and several thousand classrooms remained unstaffed. Nevertheless, the ravages of the war on school personnel were checked materially through Nation-wide efforts by many conjoined agencies, to make legislators, school boards, and taxpayers more fully conscious of the predicament of the schools. Positive action was taken toward raising salaries and improving working conditions in teaching in most States, and in tens of thousands of local school districts, with the result that teaching was placed in a more favorable competitive position in the employment market.

Informational service was rendered to several thousand teachers, school officers and others, who inquired concerning conditions of teacher supply and demand, teacher-placement organizations and agencies, methods of securing teaching positions, methods of remedying teacher shortages, and problems intensified by the effects of the war. As teachers return from war work and from the armed forces during the next year, these problems are expected to become of even greater interest to individual teachers as well as to school employers. Circulars and other materials on appropriate topics were therefore written or revised, as follows: How to secure teaching positions; teacher placement, registration, and related services; wartime changes in teacher certification; and others.

Several articles and numerous shorter pieces of material on teacher personnel and related topics were prepared for use in Office periodicals and by the education press. Illustrative topics treated in these articles included: The Army specialized training program; postwar faculty recruitment; suggestions for securing teaching positions; Federal educational benefits for veterans; the teacher shortage; and others.

Teacher-Education Problems

Because of wartime travel restrictions, only a few of the dozen or more national education associations interested directly in the preparation of teachers, held their regular meetings during the year. In such meetings as were held, the divisional staff participated to the

maximum extent permitted by their many war-related duties. An example of such participation that will serve to illustrate others, is afforded by the work of staff members in the School for Executives, held at Jackson's Mill, W. Va., August 15-24. This work conference on teacher-education problems was sponsored by four national organizations, and was attended by 229 presidents, deans, and other executives and staff members of teachers colleges, colleges, schools, and school systems. Forty States and the District of Columbia were represented in the group. Office staff members participated as advisers and in other capacities. More than a score of organized study groups engaged in the consideration of a wide range of administrative, curriculum, personnel, community relations and other problems involved in the pre-service and in-service education of teachers.

Other meetings of organizations which were attended include that of the Council on Cooperation in Teacher Education, which is sponsoring a program of intergroup relations, and those of State or local conferences.

Other activities in teacher education were undertaken as part of projects in which all or most of the members of the Division participated, such as the Study of Postwar Problems; State Surveys; Study of Vocational Education of College Grade; Investigation of Military Training Aids and Methods of Instruction; publication of the divisional periodical entitled *HIGHER EDUCATION*; and similar projects described elsewhere in this report.

State Surveys

The long-standing participation by the Office in State and other surveys of education was continued during the year in a survey of higher education in Mississippi, and in a somewhat similar investigation in Illinois. Three members of the Division participated in the Mississippi investigation, which included field work in all of the State institutions in higher education, consultative services, and like activities. Areas of investigation in Mississippi included State administration of higher education, college curricula, teacher education, plant and facilities, staff personnel, graduate work, and similar aspects of the field of activities in State higher education. Special consultative services were rendered in Illinois by the Chief of the Division.

Study of Vocational Education of College Grade

Toward the close of the year, an investigation of vocational education of college grade was initiated. It was planned to examine this growing field in junior colleges, technical institutions, universities and colleges, and elsewhere in institutions of higher education. A conference of national leaders in this field was held in Washington, and a conference was also held in California in connection with the project. The undertaking will be completed during the fiscal year 1946.

Summer School Courses in Counseling, Guidance, and Personnel Work

In February 1945, the Division of Higher Education cooperated with the Occupational Information and Guidance Service* of the Vocational Division in making a survey of course and other offerings in counseling, guidance and personnel work to be offered during the summer period of 1945. (For further report on this project see page 36 in the Occupational Information and Guidance Report.)

Conferences on Training of Secondary School Counselors

In April 1945, the Division of Higher Education cooperated with the Occupational Information and Guidance Service of the Vocational Division, in sponsoring conferences of representatives of colleges and universities interested in the training of secondary school counselors.

Study of Training Aids Used in the Armed Services

During the year, three members of the Division of Higher Education served as members of the Committee on Military Training Aids and Instructional Materials, appointed by the U. S. Commissioner of Education to study the development and use of training aids and devices in the armed services. One of the representatives of the Division served as chairman of the Committee. Visits were made to a number of Army and Navy installations, conferences were held with responsible service officials, and materials observed and studied. The data and information secured have been presented in the form of a bulletin entitled *Use of Training Aids in the Armed Services* (Bulletin 1945, No. 9) which has been distributed to interested individuals and groups in secondary and higher education.

Postwar Planning in Higher Education

The staff of the Division has continued the program, initiated at the beginning of the previous fiscal year, of stimulating and assisting State-wide and regional groups of colleges in developing plans calculated to meet the over-all needs of a specified geographical area. On invitation from voluntary and legally authorized bodies, the staff participated during the year in 28 State-wide conferences, in 7 regional meetings, and in 5 conferences of national professional organizations.

The Division has also encouraged the work of these and other postwar planning groups through the preparation and distribution of 7,500 copies of each of two bulletins. Schools and colleges expressed an urgent need for information on the probable number, incidence, and educational level of World War II veterans likely to resume education. With the cooperation of the War and Navy Departments data on the age and previous education of 8,000,000 enlisted personnel and 729,000 officers were compiled and arranged by States. This bulletin, *Data for State-Wide Planning of Veterans' Education*, has also been in demand by the several agencies of Federal and State governments

concerned with veterans' problems. Industrial and other private employers have also made use of the document. The second bulletin, *Higher Education Looks Ahead*, presents a round-up of information secured from the colleges and from professional and lay associations on what they are doing to readjust program and procedure to meet postwar educational needs, especially those of returning veterans and young war workers whose education has been interrupted.

The staff has also been able to assist individual colleges in working toward a solution of their postwar problems, chiefly through correspondence and Office consultations with college officials. The staff has worked in a similar manner to assist Army and Navy Separation Center staffs with the educational counseling problems they face in demobilizing members of the armed forces. In addition, the Division has provided similar services to local offices of the Veterans' Administration, and to many types of voluntary organizations that have assumed a responsibility for veterans' education.

Engineering, Science, and Management War Training

The Engineering, Science, and Management War Training program of the fiscal year 1944-45 was the fifth and last of a series of similar programs which have been conducted since October 9, 1940. For brevity, the program is usually referred to as the ESMWT-III program; or, when no reference to the preceding programs is involved, simply as ESMWT. The history of earlier programs may be found in the annual reports for preceding years.

The Division of Higher Education was authorized to conduct ESMWT-III in Public Law 373, 78th Congress, 2d Session, approved June 28, 1944. That act provided not to exceed \$10,000,000 for the cost of short courses of college grade to be provided by colleges and designed to meet the shortage of engineers, chemists, physicists, and production supervisors in fields essential to the war effort. These courses were required to be of types approved by the Chairman of the War Manpower Commission. Not to exceed 12½ percent of the amount allotted from this appropriation to any college was expendable for the purchase of additional equipment and the rental of space. An appropriation to cover the expenses necessary to liquidate the program was made in Public Law 124, 79th Congress, 1st Session, approved July 3, 1945.

The total number of men and women enrolled in ESMWT-III was 237,593, and approximately \$7,500,000 of the \$10,000,000 appropriation was encumbered to meet the cost of their instruction. The saving of \$2,500,000 resulted chiefly from the cancellation of the anticipated summer program of courses starting prior to June 30 and ending not later than September 30. In previous years the cost of

the program for this period was about one-fifth of the total for the year. Other contributing factors were a severely limited administrative budget for use in developing the program, an inability to purchase anticipated and needed equipment under wartime restrictions, and the tight manpower situation which during the year drastically reduced the supply of unemployed persons who were qualified to pursue ESMWT courses. Lack of qualified applicants for preemployment training made it impossible to organize and conduct courses in the anticipated volume, even though the need in war industry for trained personnel in the authorized fields far exceeded the capacity of all facilities provided to meet it.

Of the entire ESMWT-III enrollment, 156,555 were in courses organized to meet the shortage of engineers; 6,331 in courses for chemists; 5,984 in courses for physicists; and 68,723 in courses relating to nonengineering production supervision.

Trends in Enrollment

The downward trend in enrollment noted in the ESMWT-II program continued through the ESMWT-III program. This trend is not believed to indicate a corresponding decrease in the need for college trained engineers, chemists, physicists, production supervisors, and their technical assistants, but rather a continued depletion of the supply of qualified potential trainees. A complex set of contributing factors, including optimism concerning the early end of the war, abundant opportunities for high earnings by relatively untrained workers, competition among war activities for manpower, the limited number of high-school graduates with adequate knowledge of mathematics, and the early closing of the program, seriously reduced the volume of preemployment training. The training of employed persons for up-grading to more responsible work was affected by these same factors, but to a lesser extent. The enrollment in in-service courses was 62 percent of the similar enrollment under ESMWT-II, while in preemployment courses the ESMWT-III enrollment was only 21 percent of that under ESMWT-II. Enrollment in preemployment courses constituted only 4 percent of the total enrollment under ESMWT-III, as contrasted to 11 percent during ESMWT-II and 36 percent during ESMWT-I.

Table 1, which sets forth the 10 specific types of courses in which greatest ESMWT-III enrollments were reported, affords an interesting contrast with similar data for the preceding fiscal year. Electronics courses, for instance, which ranked tenth among last year's enrollments, stand fourth in ESMWT-III. Conversely, Accounting courses have dropped in rank of enrollment from third place in ESMWT-II to fifth in the program here reported; and Communications from sixth place to ninth. Production Engineering, which this

year ranks in sixth place, was not among the first 10 courses under ESMWT-II. These and similar variations illustrate the changing requirements of the war production program and the flexibility with which ESMWT has met them.

Table 1.—*Cumulative enrollment by specific type of course from July 1, 1944, through June 30, 1945*

<i>Type of course</i>	<i>Enrollment</i>	<i>Percent of total</i>
Industrial Organization and Management-----	23, 211	9. 8
Personnel Administration and Labor-----	21, 576	9. 0
Mathematics (Basic Sciences for Engineers)-----	16, 305	6. 9
Electronics-----	15, 088	6. 3
Accounting-----	12, 538	5. 3
Production Engineering-----	12, 522	5. 3
Engineering Drawing and Descriptive Geometry-----	12, 192	5. 1
Safety-----	9, 608	4. 1
Communications-----	9, 433	4. 0
Structures (Aeronautical Engineering)-----	7, 023	2. 9
All other courses-----	98, 097	41. 3
TOTAL-----	237, 593	100. 0

The geographical distribution of the training, which was in close agreement with the volume of industrial activity relating to war production, is illustrated in table 2, which details ESMWT-III enrollment in the 10 States that ranked highest for the fiscal year.

Table 2.—*Cumulative enrollment, by State, from July 1, 1944, through June 30, 1945*

<i>State</i>	<i>Enrollment</i>	<i>Percent of total</i>
California-----	48, 776	20. 5
Pennsylvania-----	22, 615	9. 5
New York-----	20, 627	8. 7
Texas-----	19, 055	8. 0
Illinois-----	18, 494	7. 8
New Jersey-----	12, 615	5. 3
Ohio-----	11, 514	4. 9
Indiana-----	9, 173	3. 9
Michigan-----	6, 088	2. 6
Maryland-----	5, 787	2. 4
All other States-----	62, 849	26. 4
TOTAL-----	237, 593	100. 0

Training of women.—Enrollment of women declined from about 19 percent of the total under ESMWT-II to about 14 percent of the total under ESMWT-III. Table 4 in this report shows the trend of the enrollment of women through the 5 years. The enrollment reached its maximum under ESMWT-I and has steadily declined since. For the entire 5 years, the enrollment of women represents about 16 percent of the total enrollment.

Training of Negroes.—Little change in the ratio of Negro to total enrollment occurred during the fiscal year. Negro enrollments decreased from about 1.75 percent of ESMWT-II to approximately 1.2 percent of ESMWT-III enrollments.

Training of men not liable for military induction.—Although data reported by participating institutions do not specify the Selective Service classification of trainees, increasing age of those enrolled, and the growing proportion of employed men attending classes indicate that relatively few men in class 1-A have attended ESMWT courses during the year. While the program, of course, made no effort to discriminate against such men, the training usually did not appeal to those facing imminent induction, and employers have preferred to hire women or men with reasonable assurance of deferment.

Significantly, veterans of the current war are rapidly assuming importance as replacements for industrial personnel and, consequently, as candidates for ESMWT.

ESMWT has never had any special authorization for the training of veterans; and, consequently, they have been enrolled under exactly the same terms and conditions as have applied to any other applicants, after due consideration of their prior education and experience and their suitability for employment in the fields for which the training has been conducted.

That no distinction has been made between veterans and nonveterans in accepting enrollments at the participating institutions is borne out by a comparison of table 3, presenting the highest 10 courses in veterans' enrollment, with table 1, depicting the rank of the highest 10 courses in general enrollment. It is striking that the distribution of veterans in ESMWT courses so closely parallels that of general enrollments.

Table 3.—Cumulative enrollment of veterans by specific types of course from July 1, 1944, through June 30, 1945

Type of course	Enrollment	Percent of total
Mathematics (Basic Sciences for Engineers)-----	698	8.5
Engineering Drawing and Descriptive Geometry-----	571	6.9
Industrial Organization and Management-----	561	6.8
Electronics-----	550	6.7
Personnel Administration and Labor-----	523	6.4
Production Engineering-----	521	6.3
Communications-----	466	5.7
Safety-----	294	3.6
Accounting-----	292	3.6
Power Generation and Transmission-----	242	2.9
All other courses-----	3503	42.6
TOTAL-----	8221	100.0

Relationship to the War Manpower Commission.—This year ESMWT continued under the Federal Security Agency, U. S. Office

of Education. The requirement that types of courses to be offered in ESMWT be approved by the Chairman of WMC was also repeated. The Director of ESMWT has continued, in voluntary co-operation, the plan of operation adopted in the ESMWT-I program. The ESMWT regional representatives have remained on duty in each of the War Manpower regions, and all contacts in the field between ESMWT and WMC have been channeled through these representatives. Copies of course proposals, enrollment reports, and similar documents have been routed from the institutions within each WMC region to the appropriate ESMWT regional representative, who has supplied such information as was needed and requested to the WMC field staff.

Title to equipment and supplies purchased with ESMWT funds.—The act which appropriated funds to cover the liquidation of the ESMWT program provided that equipment and supplies purchased under approval of the Commissioner of Education with ESMWT funds by institutions participating in the program shall remain the property of the institution authorized to purchase them, provided "That no school or school system shall be required to surrender possession or use of any property or equipment which it is using in its educational or training program."

Summary of entire ESMWT program.—Table 4 presents a brief statistical summary of the five successive programs of college-level defense training courses which have been conducted under the auspices of the Office of Education. All enrollments are based on final enrollment reports from participating institutions, all of which had been received when this report was prepared.

Table 4.—*Enrollment in EDT, ESMWT, ESMWT I, ESMWT II, and ESMWT III courses from October 9, 1940, through June 30, 1945*

Item	EDT, ¹ 1940-1941	ESMDT, 1941-1942	ESMWT I, 1942-1943	ESMWT ² II, 1943-1944	ESMWT III, 1944-1945	All programs, 1940-1945
1	2	3	4	5	6	7
Institutions which participated in program.....	143	194	214	195	172	(?)
Courses operated in:						
All fields.....	2, 182	7, 598	12, 740	11, 547	8, 501	42, 568
Engineering.....	2, 182	6, 174	9, 527	7, 859	5, 723	31, 465
Chemistry.....		220	480	437	296	1, 433
Physics.....		132	231	270	238	871
Production supervision.....		1, 072	2, 502	2, 981	2, 244	8, 799
Enrollment in:						
All fields.....	120, 802	438, 503	596, 134	402, 684	237, 593	1, 795, 716
Engineering.....	120, 802	350, 504	443, 938	265, 366	156, 555	1, 337, 225
Chemistry.....		7, 014	13, 929	10, 664	6, 331	38, 838
Physics.....		5, 813	11, 998	8, 620	5, 984	32, 415
Production supervision.....		74, 212	126, 269	118, 034	68, 723	387, 238
Full-time courses.....	18, 607	22, 021	47, 305	14, 379	3, 942	106, 254
Enrollment of:						
Females.....	811	38, 341	130, 245	79, 612	33, 226	282, 235
Negroes.....	849	3, 265	10, 539	7, 574	2, 931	25, 158
Veterans.....				6, 094	8, 221	14, 315

¹ Instruction began Dec. 9, 1940.

² 227 institutions participated in at least one of the five programs.

Student War Loans Program

In July 1942, the Congress appropriated \$5,000,000 for loans to college students in the technical and professional fields of engineering, physics, chemistry, medicine (including veterinary), dentistry, and pharmacy. At that time it was apparent that there would be serious war-created shortages in these fields, and the loans were to enable students to accelerate their courses so as to be earlier available for the most effective services in the war effort.

During the 1943 fiscal year, loans were made in this program to 11,081 students in 286 colleges and universities amounting to a total of \$2,910,506.93. For the 1944 fiscal year, the Congress reappropriated the unexpended balance of the original appropriation of \$5,000,000, with the stipulation that during 1944 loans should be made only to students who had received loans the previous year. The aim was to make it possible for these students, as many of them as possible, to finish the accelerated program upon which they had embarked. Because of graduations and the entrance of student borrowers into the armed forces during 1944 the number of students eligible for the loans was reduced materially, so that only 1,572 of the 11,081 students to whom loans had been made in 1943 were assisted in 1944. These students received \$417,094.39. Thus, in the 2 years in which the program was in effect, the total amount loaned was \$3,327,601.32. The following table shows the distribution among the seven accelerated fields of the loans made in 1943.

<i>Field</i>	<i>Number of loans</i>	<i>Amount</i>	<i>Percent of total</i>
Medicine.....	3,867	\$1,150,072.47	39.5
Engineering.....	4,066	933,208.28	32.1
Dentistry.....	1,217	343,225.14	11.8
Chemistry.....	835	205,443.46	7.1
Pharmacy.....	438	114,104.01	3.9
Veterinary.....	394	106,820.53	3.7
Physics.....	264	57,633.04	1.9
	11,081	2,910,506.93	100.0

The law provides for repayment of the loans in four equal annual payments of principal, with accrued interest, beginning 1 year after graduation or separation for other purposes. Further provisions are made for cancellation of the unpaid balance of the loan when the borrower is inducted into the military services, before graduation, through the Selective Training and Service Act, and for deferment of interest payments and repayments of principal during military service of the borrower. The work of the program, since June 30, 1944, has been concerned with the administration of these two provisions, and with the fiscal services related to collections.

Although most of the borrowers are in the military services, with their payments deferred, collections amounted to \$410,682.71 as of June 30, 1945, and about 9 percent of all loans had been paid in full.

Vocational Education

FOLLOWING IS A REPORT of activities of the federally aided program of the Vocational Division carried on by the States under the Smith-Hughes and George-Deen Acts and administered through the U. S. Office of Education, as well as of the Vocational Training for War Production Workers and Food Production War Training Programs conducted under Public Law 373.

Enrollments in all vocational schools and classes for the year 1944, the latest for which complete statistics are available, totaled 2,001,153. This total includes 469,959 persons enrolled in vocational agriculture classes; 543,080 in trade and industrial education classes; 806,605 in home economics courses; and 181,509 in distributive education. Preliminary statistical reports for 1945 indicate a total enrollment of 2,002,467. In addition to that total there were 1,152,986 persons enrolled in Food Production War Training and 1,037,213 enrolled in the program of Vocational Training for War Production Workers.

Agricultural Education, Including Food Production War Training

The total number of departments of vocational agriculture remained about the same as last year—approximately 7,000.

Supervised Farming

An encouraging feature of the supervised farming activities conducted by students of vocational agriculture has been the attractive prices they received for their farm products. Financial returns reached an all-time high in net profits. The staff assisted the States in maintaining interest in supervised farming activities and in improving this phase of the program through conference work conducted with members of State staffs and State-wide gatherings of teachers of vocational agriculture. Special emphasis has been placed on the importance of encouraging students in the better selection of their supervised farming programs so that production goals might be attained. Attention was given to the stimulation of greater activity in the economical production and use of feed for livestock.

It is impossible to measure the assistance given farmers and farm youth in helping them to achieve wartime production goals set for the production of vitally needed food and fiber crops, as well as meat,

poultry, and dairy products; however, teachers of vocational agriculture throughout the United States unquestionably contributed to the total war effort which resulted in the greatest agricultural production of farm commodities that this country has ever witnessed.

Educational Services

Special emphasis was given by regional agents, particularly at the time they held their regional or district conferences of supervisors and teacher trainers, to the development of programs for the training of veterans who are interested in returning to farming occupations. Conferences were also held with representatives of the Veterans Administration, the American Legion, and other interested groups. As a result, most of the States have developed specific plans for education and training programs in agriculture for returning veterans. Many of these training programs are now in operation and others will be established as rapidly as military personnel are demobilized.

Many of the staff served as technical specialists for the Division of Visual Aids for War Training in the production of 16-mm. sound motion pictures, film strips, and manuals. These agricultural films have been used in the regular classes in vocational agriculture as well as in the emergency food production war training classes. Assistance was given to the Georgia State Board for Vocational Education in the preparation of a special bulletin, *School Community Canning Plants—Location, Construction, and Equipment*.

Research Projects

The major project of this year was an appraisal of the Food Production War Training Program, based on a study of all State programs, 359 local programs, and 4,586 interviews with enrollees. The report was completed and published in condensed form in the June 4, 1945, issue of *Education for Victory*.

During the last part of the year, work was resumed on tabulating and summarizing 400 evaluations of local programs of vocational education in agriculture.

Farm Youth Organizations

The Future Farmers of America and New Farmers of America, integral parts of the vocational agricultural program, have continued to provide valuable training and experience to students of vocational agriculture.

The Future Farmers of America normally holds a national convention at Kansas City, Mo., in October or November of each year, at the time of the American Royal Livestock Show. Because of war-time restrictions on travel, attendance at the FFA conventions has been reduced from the usual 7,000 or more to around 400 delegates at the 1944 event. These conventions have been an important and

vital factor in keeping the organization intact and in providing incentive for the further promotion and development of special wartime activities for which the organization received national recognition. Citations have been awarded the Future Farmers of America by the War Production Board for meritorious service in the collecting and salvaging of scrap materials, and by the United States Treasury for activity in the purchasing of and promoting of the sales of war bonds and stamps.

Future Farmers of America Foundation

The Future Farmers of America Foundation was organized during the year: (a) To give financial assistance to deserving students of vocational agriculture and to young farmers in becoming satisfactorily established in farming occupations; (b) to promote and stimulate agricultural leadership among students; (c) to promote and develop interest in vocational agriculture and the activities of the Future Farmers of America and New Farmers of America; and (d) to provide awards to deserving students.

The Foundation is financed exclusively through voluntary contributions from business concerns, corporations, farm and civic organizations, and individuals. It is believed that the greatest good will accrue to the greatest number if the Foundation has the financial support and good will of a relatively large number of donors. Hence, no maximum or minimum limitation of contributions has been established. However, the Foundation reserves the right at any time to reject the contribution from any donor or potential donor.

Contributions to the Foundation are made without reservations, limitations, or restrictions by the donors. Donors will not be identified with any specific Foundation prizes, awards, or activities. Under this plan a much better balanced program of activities sponsored by the Foundation can be maintained than would be true if specific types of projects, contests, or activities were selected by Foundation donors with which they would be identified. Through the pooling of funds in the Foundation, more adequate awards can be made with less administrative detail and, in addition, each donor will receive recognition for all Foundation awards rather than for one specific project or activity.

Subject-Matter Materials

Expansion of vocational programs in agriculture during the post-war years necessarily will result in the construction of many new buildings and farm shops. To meet this expansion, a series of recommendations for the construction of such buildings have been drawn up and floor plans for one-teacher and two-teacher agricultural units developed. These recommendations and suggested floor plans have been distributed widely throughout the United States and should be of great value to local communities. Additional subject-matter materials have

been gathered and are in the process of preparation that deal with subjects such as: "The Repair and Maintenance of Roofs for Farm Buildings" and "The Repair and Maintenance of Walls, Floors, Windows, and Doors on Farm Buildings."

A handbook or guide for vocational agriculture and home economics teachers to follow in organizing and conducting better educational programs in housing for Negroes in those States where separate schools are maintained has been prepared cooperatively by the Agricultural and Home Economics Education Services and agricultural and home economics teacher trainers.

Teacher Training

Anticipating the return of teachers from the armed services and from war industries, and the resumption of undergraduate or pre-employment programs, emphasis has been given to reestablishment of teacher-training programs. Regional meetings, sectional meetings, and visits to States have provided opportunity for replanning teacher-training programs in a manner not attempted since the early years of the program. Recommendations developed as a guide for the resumption of teacher training as an outcome of meetings and conferences include:

1. Establishing active recruiting programs to insure an adequate supply of qualified beginning teachers.
2. Developing functioning guidance and selection programs in teacher-training institutions to eliminate the many persons who enter training but do not, or should not, go into teaching.
3. Developing proper and adequate placement procedures to insure longer tenure of teachers and to reduce teacher changes from community to community.
4. Developing refresher and retraining programs to meet the need of many former teachers of agriculture who will reenter the field of teaching after 1 or more years in the armed services or in other types of war activity.
5. Working with State Boards and teacher-training institutions to replan postwar training programs giving greater consideration to the demands made upon the teacher of vocational agriculture.
6. Redeveloping facilities for directed observation and directed teaching, using only departments having complete programs of all-day, part-time, and evening class instruction, and active chapters of FFA or NFA.
7. Expanding facilities for in-service type of teacher training designed to assist the teacher in solving specific problems of the community and groups he serves.
8. Making provision for itinerant teacher training and the follow-up of beginning teachers.

9. Making provision for resident teacher trainers to visit schools of the State in order that they may become better acquainted with actual teacher situations.

Food Production War Training

The Food Production War Training Program was continued for the fifth consecutive year. Public Law 373 provided \$10,500,000 together with the unobligated balance of the appropriation for this purpose for the fiscal year 1944, making available a total of \$14,600,000 for the operation of the program during the 1945 fiscal year. The program included courses of less than college grade in farm machinery repair, food production, food processing, and training farm workers. A large percent of the enrollment was in farm machinery repair and food processing courses. (See table 5.) This was due to the need on the part of farmers to repair farm machinery as a result of the scarcity of trained mechanics, new machinery and machine parts, and the necessity for the preservation of food for home use during the period of heavy demand for food by the armed forces, war workers, and our Allies.

Upon termination of hostilities in Europe, the Congress recommended that the Food Production War Training Program be closed immediately. Consequently, all courses were closed on or before May 31, 1945, and the State boards for vocational education were directed to liquidate their respective programs.

The continuation of a critical food situation influenced the War Food Administration to transfer a working fund of \$1,670,000 to the Office of Education for the operation of school community canneries, during the 1945 canning season. By June 30, 1945, State boards for vocational education had approved and put into operation 3,121 such programs.

Table 5.—*Enrollment in food production war training courses to May 31, 1945*

<i>Items</i>	<i>Cumulative enrollment from December 1, 1940</i>	<i>Cumulative enrollment from July 1, 1944</i>
All courses.....	4, 188, 552	1, 152, 986
Shop courses.....	820, 058	20, 729
Farm machinery repair.....	1, 215, 939	430, 767
Food production.....	534, 122	100, 730
Food processing.....	1, 514, 093	564, 351
Training farm workers.....	104, 340	36, 409
Female.....	1, 366, 570	487, 264
Negro.....	771, 203	154, 186
Urban.....	402, 114	63, 076
In-school.....	85, 235	36, 529

Business Education

Functions of the Business Education Service are of a threefold nature—advisory, research, and administrative. They include giving of professional assistance to State and local boards, colleges and universities, and other groups; planning and conducting research; assisting in employment-opportunity surveys and in adaptation of their uses; making job analyses; preparing instructional materials and cooperating with State boards for vocational education in a wide range of activity.

Teacher Training

The Business Education Service during the year assisted boards of education and teacher-training institutions in developing and carrying on a Nation-wide training program for the preparation and professional growth of teachers, coordinators, and supervisors of business education.

Regional agents through field activity, correspondence, and the development of training materials, assisted State and local supervisors in organizing and conducting teacher-training conferences and institutes designed to facilitate professional improvement of full-time teachers, coordinators, and supervisors. Professional training on the job was given to part-time teachers of adult extension classes.

Field representatives of the Service, in cooperation with supervisors and coordinators of distributive education and with the assistance of representatives of distributive businesses, developed and conducted courses in job instructor training, job relations training, and conference leadership training for the purpose of helping supervisory personnel of merchandising and sales organizations to develop and improve skill in (1) on-the-job methods of teaching an employee how to perform his work correctly and efficiently, (2) methods of handling job relations problems, and (3) methods of conducting a group conference.

Assistance was also given to colleges and universities in the development and improvement of pre-service teacher-training programs needed for the preparation of teachers, coordinators, and supervisors. The Service encouraged the organization of pre-service teacher training on a cooperative basis in which occupational experience is supplemented by general education and adequate technical and professional training. The Service also encouraged in-service teachers and coordinators to accept business employment periodically on a temporary or part-time basis for the purpose of maintaining continuous first-hand contact with practical business problems.

Research Activities

Members of the staff gave professional advice and assistance to individuals and groups in the planning and conducting of research studies

dealing with or having a direct bearing on specific problems of training business workers.

The Service initiated a study to determine what should be the nature and scope of a course in the principles of selecting, organizing, and managing small business enterprises. The course is being prepared to meet the training needs of returning servicemen, workers in war industries, and others who wish to establish or reopen small businesses of their own.

The instructional materials for this course are being developed with the cooperation and advice of trade association executives, wholesalers, retailers, and representatives of State boards for vocational education and the U. S. Department of Commerce. Results of this study will be made available to boards of education and other agencies engaged in the administration of training programs for persons starting a small business and for owners and managers of small businesses already in operation.

Initial steps were taken in the planning of a series of job analyses studies in cooperation with the Personnel Group of the National Retail Dry Goods Association and the Education Committee of the National Restaurant Association. The purposes of these studies are to determine specific subject-matter content, to indicate relative weight of instructional topics, to establish profiles of various jobs in retail organizations, and to provide a relatively scientific approach to pupil selection for cooperative part-time retailing classes.

Another study involving preparation of instructional materials and the organization of a training program for a specific group was the preparation of a teacher's manual for use in training paint salesmen and painting contractors. This study is being made in cooperation with the National Paint, Varnish, and Lacquer Association. Results of the study will be made available for use in vocational classes conducted by or under the auspices of State and local boards of education.

Outlines for supervisory training courses in job instructor training, job relations training, and conference leadership training were completed or revised in accordance with results of studies relating to (1) on-the-job methods of teaching an employee how to do his work, (2) methods of handling job relations problems, and (3) methods of conducting a group conference.

A comprehensive study to determine adequate and appropriate content of a guide or handbook setting forth practical and successful methods of organizing, supervising, and teaching business education was begun during the year with the assistance of a special advisory committee consisting of educators, trade and professional association representatives, and businessmen. A printed report of this study, when completed, is expected to be made available to teachers, coor-

dinators, department heads, supervisors, school administrators, and others engaged in or directly interested in the training of workers for store and office occupations.

Student Clubs

Members of the staff participated in and encouraged the promotion of student organizations devoted to out-of-class activities related to business problems and practices. Assistance was given in the writing of State and local club constitutions, in preparing a manual for use in organizing local clubs, and in planning club projects, meetings, conferences, and other activities.

Student organizations known as Distributors Clubs have developed extensively in the southern region. Clubs known as Future Retailers or Future Merchants have developed to some extent in other sections of the country. State meetings of delegates from local clubs have been held in Tennessee, North Carolina, South Carolina, Virginia, Georgia, Oklahoma, Ohio, Louisiana, Kentucky, and Puerto Rico.

Further growth and increased effectiveness of the Future Business Leaders of America, a national organization of student clubs, was encouraged as an integral part of the business education program. Organized in 1942 under the sponsorship of the National Council for Business Education, the Future Business Leaders of America provides through local clubs many opportunities for business students to participate in community business activities that develop competent and aggressive leadership.

These various organizations of business students have made contributions to: Individual student development, increased interest in the field of business, closer cooperation between the community and the school, and a mutual understanding between the youth and adults of the community as to their responsibilities to each other and to their community life.

Wartime Courses for Retailers

The Service assisted State boards for vocational education in developing and administering programs related to training problems and needs resulting from wartime conditions. Three special programs—wartime training of new store workers, wartime training of experienced salespersons, and wartime training for store supervisors and department heads—organized in 1942 to meet the wartime training needs of retailers, were continued during the year. Emphasis was placed on training supervisory personnel to assist them in on-the-job training of new store workers and in developing good everyday relationships between supervisors and employees, between employees and customers, and among employees themselves. Staff members assisted in organizing and conducting institutes to train leaders for the supervisory training courses.

Retailers, wholesalers, and the sales department of manufacturing concerns lost to the armed services and war industries many of their trained and experienced sales personnel. They are now faced with the task of rebuilding their sales organization. To meet this problem, the Service assisted State boards for vocational education in planning and conducting Institutes for Sales Executives. Extending over a period of 5 days, the Institute seeks solutions to problems of analyzing the sales job, selecting and supervising salesmen, evaluating training materials, and developing definite sales training programs.

Postwar Planning

The Business Education Service encouraged trade and professional associations and State boards of education to study postwar training needs and to plan training programs to meet these needs.

At various conferences participated in or conducted by staff members of the Service consideration was given to postwar training problems and to plans for peacetime expansion and improvement of various phases of business training. Such plans include the further development of cooperative part-time training; the employment of itinerant teachers to serve managers of businesses in small towns and their employees; the organization of courses in small business ownership and management for veterans and former war workers who plan to establish or reopen businesses of their own; promotion of training programs for supervisory personnel in sales and merchandising organizations; extension of business training to groups not heretofore adequately served; and the further development of teacher-training programs, both pre-service and in-service.

Cooperative Relationships With Other Agencies

Cooperative relations continued during the year with such organizations as the National Paint, Varnish, and Lacquer Association; the U. S. Department of Commerce; the American Marketing Association; the National Restaurant Association; the National Retail Dry Goods Association; and the National Office Management Association.

Conferences were held with members of the Joint Committee on Subject Matter in Retail Drug Training to plan the further development of instructional material for training in retail drug store operation and to plan the organization of classes for retail druggists and their employees. This subject-matter committee represents the National Association of Retail Druggists, the American Association of Colleges of Pharmacy, the National Association of Boards of Pharmacy, and the American Pharmaceutical Association.

Plans were developed cooperatively with the National Shoe Retailers Association for the expansion of a training program in the

fitting and selling of shoes for the managers and employees of retail shoe stores.

Articles on business training written by staff members of the Business Education Service were carried in publications of various trade and professional organizations.

Home Economics Education

Emphasis was given during the year to program development, curriculum study, space and equipment for homemaking education, home economics clubs, and cooperative programs.

Program Development

In their work in the States, agents gave help in adjusting home-making education programs to give greater service to pupils and families in dealing with wartime and postwar problems.

Regional Workshops

The Central Regional Conference in 1944 recommended that the regional agent arrange a special workshop for home economics education workers in the Central Region, with members of the staff acting as consultants. The workshop was held at the University of Minnesota in August 1944. Thirty-eight home economists from 11 States participated. Committee reports containing suggestions for program adjustments to meet wartime situations in the 11 States were distributed to members of the group by the Center for Continuation Study of the University.

A 2-week workshop for home economics education workers in the southern region was held in Montevallo, Ala., in January 1945. Three members of the Home Economics Service staff carried leadership responsibility. The 48 home economists who participated included State and district supervisors, heads of college home economics departments, teacher trainers, itinerant teacher trainers, city supervisors, and teachers. There were at least two representatives from each of the 12 States in the southern region and from Puerto Rico. Socio-economic problems of the South and implications for home-making education programs were studied. Ways of helping families achieve the essentials of satisfactory living were recommended in reports on (a) curriculum, (b) guidance, (c) extension of home economics to groups and areas, (d) goals of in-service training, (e) democratic procedures, and (f) utilization of human and material resources. Plans were made for follow-up of the workshop in each State and in the region.

National Supervisors' Conference

A conference of State supervisors of home economics education was held in Chicago in February 1945, to consider problems of program development and administration. Forty-six supervisors from 45 States and Hawaii attended. Recommendations of the conference to the U. S. Office of Education included: (1) Organizing an advisory committee to the Home Economics Education Service; (2) calling of conferences or appointment of committees to clarify certain issues; (3) placing more emphasis on coordination of research in home economics education; (4) giving more service to city programs in homemaking education; (5) producing more materials which would aid in the development of homemaking education programs for adults and older youth; (6) giving more effort to the recruiting of homemaking teachers.

Service to Local Communities

The special administrative difficulties in providing a comprehensive program of homemaking education in cities received special attention. The agent for the central region made a cooperative study, with the State and city supervisors of home economics, the teachers, and school administrators in three cities. The analyses dealt with (a) activities for children in the elementary school; (b) education for homemaking for all who need it in the junior and senior high school; and (c) homemaking education for adults and older youth in the community.

Consultant service was given to a number of State and city supervisory staffs in the development of community-centered programs of family life education. To illustrate: In Colorado, as a part of a State-wide study of adult education, the consultant in family life education worked with teachers and community leaders in four cities.

Curriculum Study

In Colleges

There was continued interest on the part of college home economics staffs in examining their curricula to determine the extent to which student needs are being met. Members of the staff worked with colleges on curriculum problems through:

Intercollege conferences.—At the request of the Committee on Instruction in Home Economics of the Land-Grant College Association, an institute was held at the University of Chicago in August 1944, for 15 college teachers of family relationships. One member of the Home Economics Education Service staff participated.

A conference for college teachers of textiles and clothing in the eastern section of the country was held in New York City in November

1944, to work on problems of curriculum adjustment to meet wartime and postwar situations.

Following a similar conference of college textiles and clothing teachers in the Central States held earlier in Chicago, the agent for studies and research met with the Conference Planning Committee and the chairmen of subcommittees to help evaluate their progress and make plans for further committee work and for the next conference of the group.

An intercollege home economics curriculum conference was arranged and conducted by two staff members in Dallas, Tex. Representatives from 9 institutions in 4 States attended.

Consultation service to individual institutions.—Through conferences on 21 college campuses, agents studied with home economics staffs and administrators the needs of students and alumnae and ways in which the curriculum could be organized better to meet needs. At two other colleges, courses in family relations, child development, and effective living were studied.

State and City-wide Curriculum Study

Supervisors, teacher trainers, and State and city curriculum committees and groups of teachers were assisted with study programs through (1) evaluating the work of various study groups and planning workshop and leadership training conferences, in Indiana and New York; (2) planning a curriculum workshop and district conferences on evaluation, in Missouri; (3) determining goals for curriculum study and making plans by which all teachers could participate, in Louisiana and Massachusetts; (4) working on family recreation and revising materials on child development for use in the State curriculum guide, in Iowa; and (5) setting up a seminar for teachers interested in developing coordinated programs of family life education in the schools in which they teach, in Philadelphia. In West Virginia and Nebraska, special help was given on curriculum readjustment to aid families of returning war veterans.

Regional and National Curriculum Work

The regional agents for the Southern and Central Regions, in cooperation with representatives of vocational agriculture, worked with the joint home economics and agriculture committee of the Negro teacher-training conference in the development of materials on "An Educational Program for Improving Housing Conditions of Negro Farm Families." A draft of a proposed bulletin was distributed for experimental use by supervisors, teacher trainers, and teachers in the 17 States maintaining separate schools for Negroes.

In March 1944, the Home Economics Education Service held a conference in Washington, with the cooperation of the National Com-

mittee for Mental Hygiene, to consider ways in which teachers might be helped to understand better the family adjustment problems of homecoming servicemen. The recommendations of the conference were sent to home economics supervisors and teacher trainers as background for immediate work with teachers. Six of the leaflets planned by the conference have been published under the title *Family Contributions to War and Postwar Morale*.

In the three intra-regional conferences for home economics education leaders held in the central region, major emphasis was given to methods of teaching family and social relationships, with special consideration to family problems created or aggravated by the war.

Space and Equipment

Plans under way for hundreds of new school buildings throughout the country have brought many requests for help with planning space and equipment for homemaking education. To get answers to some of the questions raised by educators and manufacturers, a conference was held in Washington which was attended by 12 home economists from different sections of the country who had special experience with space and equipment in homemaking education. Representatives from the family economics and the housing and household equipment divisions of the Bureau of Human Nutrition and Home Economics participated and representatives of companies manufacturing equipment for homemaking education departments took part in the discussion.

A brief report of this conference was distributed to 589 home economics education workers, together with a questionnaire asking for reactions to the recommendations. A group of those participating in the conference was organized into a consulting committee to the Home Economics Education Service on space and equipment for homemaking education.

Home Economics Clubs

During the year the Future Homemakers of America was developed as a national organization co-sponsored by the Home Economic Education Service and the American Home Economics Association. At the same time the Home Economics Education Service worked with State supervisors of home economics and Negro leaders in the 17 States which provide separate schools in the development of the New Homemakers of America. The purpose of these organizations is to provide avenues through which pupils in high-school home economics courses can gain valuable experience in working together toward certain broad social values related to the home.

By June there were over 100,000 members from 43 States in these new organizations. The regional agents and the chief of the Service participated actively in this development through helping in planning and conducting meetings of delegates, and through membership on the advisory boards of the two organizations.

Cooperative Programs

The Home Economics Education Service carried on a wide variety of cooperative activities with organizations and agencies, such as:

1. *Other fields of vocational education.*—Cooperated with (a) trade and industrial education on a curriculum committee for the training of practical nurses; (b) agricultural education in the development of a community canning program; (c) Occupational Information and Guidance Service in the preparation of two manuscripts; (d) Distributive Education Service and the Trade and Industrial Education Service in an experimental conference of State supervisors representing the three services on problems of employed women and the kinds of training programs vocational education could provide to meet such problems.
2. *Other fields of education.*—Cooperated with (a) other departments of the Office on nutrition, school lunch, and consumer education committees; (b) the Southern States Work Conference on School Administrative Problems in the study of the place of vocational education in the total education program; (c) other Office staff members in a study of the educational program at the Georgia School for the Deaf; (d) the representatives of extended school services and elementary education in the Office on a study of the extended school service program in Greensboro, N. C.
3. *Organizations.*—Cooperated with (a) the American Red Cross on the development of materials for the teaching of elementary, secondary, and college home nursing courses, and as a member of the National Council for the American Red Cross Home Nursing Service; (b) the National Safety Council as a member of its advisory committee; (c) the Girl Scouts of America as a member of the advisory committee on relations with the schools; (d) the Land-Grant Colleges Association through consultant service to the Committee on Instruction in Home Economics; (e) the Woman's Foundation on the preparation of materials for national program of emphasis on values in family living; (f) a workshop at the University of Arkansas under the direction of a regional committee on agriculture and home economics, the purpose of which was to translate into teaching material the Arkansas Valley report of the Regional Resources Planning Board; (g) the National Society for the Study of Education in the preparation of a chapter on adult education for

- the 45th Yearbook; (*h*) the National Broadcasting Company in the preparation of the series of broadcasts "Home is What You Make It," by writing the chapter on "Cultural Influences in the Home" and helping with scripts; (*i*) the American Home Economics Association and the Home Economics Department of the National Education Association in the preparation of a leaflet on *Consumer Education and Home Economics in the Secondary Schools*, and advising on other manuscripts prepared by the Consumer Education Study staff of the Secondary School Principals Association; (*j*) the American Vocational Association through membership on the research committee and consultant service to the program planning and the coordinating committees; (*k*) the American Home Economics Association through membership on 5 committees, and one member of the staff also served as chairman of the Division of Family Relations and Child Development; and (*l*) the National Planning Association in the development of plans for a national conference on the family.
4. *Government agencies.*—Cooperated with (*a*) the Bureau of Human Nutrition and Home Economics, especially in connection with the conference on space and equipment and clothing and textiles; (*b*) the Federal Housing Authority on the development of homemaking education programs in housing projects; (*c*) the U. S. Public Health Service in programs of education for family health; (*d*) the Office of Price Administration, the War Production Board, the Office of War Information and the War Food Administration in the development of materials on consumer problems; and (*e*) seven divisions of the U. S. Department of Agriculture, other divisions of the U. S. Office of Education, the Children's Bureau, Social Security Board, American Red Cross, U. S. Public Health Service, Office of Price Administration, and National Congress of Parents and Teachers in the work of the Cooperating Committee on School Lunches.

The Service staff has analyzed some of these cooperative undertakings for the purpose of studying programs and accomplishments of each as a basis for future participation in such joint activities.

Trade and Industrial Education, Including Vocational Training for War Production Workers

Since the enactment of the first National Defense Training legislation, the Trade and Industrial Education Service has been responsible for the administration and supervision of two major programs: (1) To maintain the regular Trade and Industrial Education program through supervision, consultation, and assistance to State school authorities and the coordination of the work of trade schools with the needs of industry; and (2) to organize, maintain, and supervise the

War Production Training program through the same administrative channels, the same facilities and for the most part through the same personnel as that of the regular program.

So far as the functioning of the Service is concerned the difference between the regular program and the war training program is largely a matter of emphasis. In the regular program persons are trained in or for trade and industrial occupations with the major consideration being that of a service to the individual who is being trained. In the war training program persons were trained in or for trade and industrial occupations that were approved by the War Manpower Commission as war production occupations, usually operative jobs requiring short-term training to get the trainee on the production line of a war industry in the shortest possible time.

The Vocational Training for War Production Workers program stemmed from and was built upon the established or regular trade and industrial education program. The same methods, techniques, and procedures that were developed and used by this Office in the regular program for more than 20 years was found to apply and were used effectively in the operation of the War Production Training program. Accordingly, no attempt is made to differentiate specifically between the activities of the regular or war production training programs in this brief report.

When Congress determined that the Vocational Training for War Production Workers program had completed its task and should be discontinued, it became necessary to make plans for closing all war training courses and begin the task of liquidating the program immediately. In general, the program was closed on May 31. However, in particular instances where contracts or commitments had been entered into with military organizations the training of certain groups was continued to June 30.

The use of training councils or clearinghouses for information on manpower and training needs of war industries was encouraged. These councils were composed of administrators from the various divisions of the War Manpower Commission and all of the training agencies. They functioned on all levels of operation, namely, local, area, State, regional, and Federal. The councils proved a splendid device as they brought together the forces needed to deal with specific war training problems. They were invaluable in the transmission of information relative to training needs and a decided factor in obtaining quick action on any level of operation where a vocational training need existed. The participation of Vocational Training for War Production Workers' personnel on all levels was a major factor in the success of these councils.

A liaison was maintained with Army, Navy, and Air Forces through which more than 200,000 uniformed military personnel were trained

in special trade courses during the 5 years ending June 30, 1945. During the first 2 years this training was done entirely through the War Production Training Program, but as the military forces acquired their own training facilities, they gradually took over this training load and contracted with the vocational schools through the U. S. Office of Education for services they needed beyond their own facilities. The public vocational schools trained 4,933 uniformed persons during the past year. The military forces reimbursed the War Production Training program for the cost of the training.

National Refrigeration Service Council

A notable example of service rendered to a Nation-wide industry approved as a war industry by the War Manpower Commission was that rendered at the request of the National Refrigeration Service Council which reported a serious shortage in skilled refrigeration maintenance and repairmen. The National Refrigeration Service Council was given assistance in developing basic instructional material and with this material several thousand employees of refrigeration concerns were trained in public vocational schools throughout the country. The National Refrigeration Service Council was dissolved recently and at their last official meeting stated as a matter of record that the vocational schools had met the emergency adequately and they were satisfied these schools would be able to render any further vocational training service that might be needed by the industry in the future.

American Welding Society

During the month of June 1945, the American Welding Society issued the first of a series of standard codes outlining minimum requirements for instruction of welding operators. The publication is the result of more than 5 years' work of the Society during which time remarkable advances have been made in welding. This Office has maintained membership in the Society and assisted in the studies that were necessary in the development of the work. The series of codes is intended as a guide to vocational schools in determining minimum standards and procedures in planning and operating training courses in the various types of welding. The annotated bibliographies of publications relating to arc welding instructions in these codes were prepared largely by this Office.

Industrial Teacher Training

The most significant activity in this field during the past year has been the attempt to identify basic principles of industrial teacher training which stemmed from the established principles of vocational education, to obtain general acceptance of such principles, and to assist State boards for vocational education to work out practical

applications of the principles which they recognize as applicable to their teacher-training problems. Beginning with the American Vocational Association Convention in December 1944 and continuing through group and individual conferences with State officials and among members of the Trade and Industrial staff in Washington, comparisons have been made between accepted principles of vocational education and parallel principles for industrial teacher training. From the latter, the minimum essentials for an effective program have been identified and assistance has been given to some States in applying the principles to their training activities. Plans have been made to continue this service.

Trade and Industrial Education for Girls and Women

In approaching the problem of labor turn-over in war industries that were employing large numbers of women workers a special effort was made to analyze the problem from the worker's standpoint and at the same time render assistance to industrial personnel departments in developing techniques and methods to cope with the problem of what in many cases was a new labor force.

From the standpoint of the worker it was found many were engaged in their first job other than homemaking and, in some cases, were caring for their families in addition to working in a plant. Analysis of the situation indicated that they needed assistance with both jobs. Marketing, preparation of meals, care of children, and other matters of the home needed reorganization and streamlining to conserve the time and energy of the homemaker who also worked in industry. On the other hand, instruction was needed to meet the new situations they faced as industrial workers. The noise and the strangeness of the plant, the use of power machines, the need for special clothes, and the problem of safety were some of the factors that required attention if these workers were to carry on effectively.

The staff worked on this dual problem in cooperation with State staffs and representatives of industry. Attention was given to the training of foremen and supervisors in dealing with women workers and in many cases industrial and vocational counselors were employed by industry to assist in the many problems of the worker. A series of conferences were conducted for the training of these counselors with gratifying results. Two processed documents of the U. S. Office of Education on the work of women counselors have had wide circulation, *The Job of the Industrial Counselor for Women*, issued in November 1944, and *The Training of Industrial Counselors*, issued September 1944. Although these bulletins were developed as a part of the War Training program they are valuable as guides to counselors in peacetime industries where women workers are employed.

Another publication which is nearing completion is the *Analysis of the Work of a Practical Nurse*. In preparing the bulletin this

Office has had the cooperation of professional nursing organizations, the American Red Cross, and the U. S. Public Health Service.

Instructional Materials Section

In addition to providing information to State directors of Vocational Training for War Production Workers and the Office of Education staff on available instructional material, and assisting in the development of instructional material for war production training, the staff engaged in the following service activities with other organizations and agencies in the interest of effective instruction in trade and industrial courses:

1. *American Automobile Association*.—In the interest of better training for school bus drivers, a cooperative project was completed with this organization which has resulted in the issuance of a bulletin, titled, *Training School Bus Drivers*.

2. *National Safety Council*.—(1) Assistance to the Council was provided in the planning and preparation of a program for industrial safety, in the postwar period. (2) Cooperation was maintained with the Council in planning and preparing a series of "School Shop Safe Practices Pamphlets."

3. *National Committee for the Conservation of Manpower in War Industries; A committee of the U. S. Department of Labor, Division of Labor Standards, Composed of Representatives of U. S. Government Departments Concerned with War Production*.—Cooperation with the Labor Department and this group was maintained and a 20-hour program of training in safety for supervisory personnel in war plants was organized and promoted through vocational trade and industrial schools. Several hundred thousand supervisors, foremen, and leadmen took advantage of these courses, and reports indicate that the accident rate was materially reduced in many plants as a result of the training.

4. *U. S. Government Agencies*.—Special services relating to job analyses, course outlines, and instructional materials were furnished Government agencies such as the War Department, Office of the Coordinator of Inter-American Affairs, Federal Public Housing Authority, Office of Defense Transportation, Apprentice-Training Service of the War Manpower Commission, and Department of Agriculture.

5. *State Programs of Supplementary Apprentice Training*.—Special programs for the development of instructional materials in accordance with a standard pattern to be used for instruction of apprentices in subjects related to their trades were initiated in six States through cooperation with State directors.

Regional Conferences

Anticipating the end of the war and the reconversion of industry to peacetime activities, the regional conferences were planned to assist

the States with the immediate problem of liquidating the war training program and preparing them to meet new situations that would inevitably arise as war industries closed or were converted to other work. The conferences stressed the need for surveys to be made by vocational school authorities as a preliminary step in the establishment of industrial training programs.

In addition to the four customary regional conferences, the second annual regional Conference of Negro Teacher Trainers and Assistant Supervisors of Trade and Industrial Education met in Nashville, Tenn., during April 1945. The conference dealt with the same general problems with emphasis on the up-grading of teachers on the job and special industrial educational problems involving Negroes in the reconversion period.

Conclusion

Some indication of things to come in the future of trade and industrial education was brought out in the discussions during the regional conferences. The problem of rendering service to inter-State industries such as the railroads, was given particular attention. In two of the regions, meetings were subsequently held with representatives of railroad management, the system federations, and the apprentice-training service. The purpose was to plan the organization of related instructional material for the apprentices of six railroad trades: Machinist, sheetmetal workers, carmen, electricians, blacksmiths, and boiler makers. The plans also involve the establishment of vocational training programs in certain designated centers to conduct extension courses for both apprentices and adult workers.

Table 6.—Enrollment in preemployment and supplementary courses to June 30, 1945

Item	Preemployment		Supplementary	
	Cumulative enrollment from July 1, 1940	Cumulative enrollment from July 1, 1944	Cumulative enrollment from July 1, 1940	Cumulative enrollment from July 1, 1944
TOTAL.....	2,667,449	104,439	4,802,057	932,774
Automotive services.....	70,698	6,242	99,164	19,531
Aviation services.....	655,856	12,914	1,161,806	192,497
Electrical services ¹	52,206	3,376	62,595	11,775
Forging ¹	7,802	146	3,861	1,324
Foundry.....	19,265	268	13,461	4,497
Machine shop ¹	764,056	21,607	456,709	63,749
Radio services ¹	83,473	14,715	171,785	28,621
Sheetmetal work ¹	74,217	755	24,797	2,401
Shipbuilding.....	436,930	16,149	970,056	245,326
Welding ¹	287,484	12,581	230,086	35,235
Other.....	211,462	15,686	1,607,137	325,827
Female.....	554,722	13,542	946,731	263,403
Negro.....	212,021	15,034	157,471	55,695
Veterans of World War II.....	² 2,961	2,169	² 15,830	12,408
Regular supplementary.....			2,149,110	248,306
Preparatory supplementary.....			1,523,315	485,541
Supervisory.....			922,633	193,994
Uniformed military personnel.....			206,999	4,933

¹ Does not include enrollments in courses specifically for aviation and shipbuilding. These are included in the aviation and shipbuilding totals, respectively.

² Cumulative from January 1, 1944.

Employee-Employer Relations

The Consultant prepared and distributed a digest of resolutions pertinent to education of the annual conventions of the American Federation of Labor and the Congress of Industrial Organizations to provide information regarding labor's position and attitude in connection with education. The information contained should serve as an aid in developing a better understanding of trends in the field of labor and a closer working relationship in the development of organizational and operational procedures for vocational education programs.

Continued emphasis has been placed on the use of representative advisory committees in planning and operating vocational training programs. Attention has been given to the utilization of such committees in connection with the regular long-term programs.

Public Service Training

The total enrollment in training for public-service occupations in the Nation as a whole for the year 1943-44 was 75,575. This figure, the latest available, was lower by 5,600 than the total for the previous year. Occupational groups in public employment receiving training through the facilities and staffs of State boards for vocational education included: Firemen, peace officers, building custodians, school bus drivers, water and sewage plant operators, power plant operators, inspectors for public health and safety, public works officials, correctional institution officials, and assessors.

The consultant advised with the States on the development and further improvement of training programs, conducted instructor-training schools to increase teaching personnel available in States, appeared on national and State fire programs, served as chairman of the National Fire Protection Association's Firemen's Training Committee, and assisted in the preparation of teaching material for training school bus drivers.

Close contact was maintained with various agencies interested in improving the efficiency of public employees; among these agencies were: The American Municipal Association, International Association of Fire Chiefs, International Association of Fire Fighters, National Fire Protection Association, Fire Department Instructors' Conference, Federal Fire Council, and the International Association of Chiefs of Police. Such groups were kept informed on developments in vocational education.

At the request of the Office of the Chief of Engineers, Army Service Forces, the consultant served as co-instructor in the first of a series of 30-hour regional fire training schools held at Lafayette, Ind., for instructors in the 5th and 6th Service Commands.

At the request of the Office of the Chief of Transportation, Army Service Forces, a program of fire instructor training was organized for ports of embarkation on both the Atlantic and Pacific Coasts. Three 80-hour schools were held in Oakland, Calif., and five 80-hour schools were held in New York City. A total of about 180 men were assembled for instruction at these points over a 4-month period. The actual training was done by representatives of the State Boards for Vocational Education in California and New York, respectively.

At the request of the Federal Public Housing Authority, arrangements were made through 26 State boards for vocational education to provide, on request, an average of 10 hours of basic firemen's training to designated personnel on 98 specified housing projects.

Occupational Information and Guidance

The Occupational Information and Guidance Service in the current year has been faced with new demands from the field. States providing specific supervision in Occupational Information and Guidance have increased to 41, as against 34 reported for the previous year. One national conference, participated in by 34 States, reexamined many aspects of the broad field of guidance and formulated statements of national significance as well as patterns of State action. A second national conference brought more than 50 teacher-training institutions together in a precedent-setting study of training in the guidance field. No fewer than four public and private agencies of national scope were furnished authorship services for publications in the guidance field printed at their own expense. Professional correspondence, consultations, and other participation continued at a high level, both as to quantity and as to importance of problems.

State Developments and Federal Relationships

The following States established supervision during the year: Idaho, Iowa, Kentucky, Minnesota, Nebraska, and New Jersey. The supervisors involved, and others new to their positions, look to this Service for help in the complex problems of beginning their duties. The single field consultant now available cannot meet them all in any 1 year in their own offices. The field consultant, however, visited 26 States, 77 cities, and 15 colleges. He participated in 3 national conferences, the organization of which he managed, and in 4 regional conferences. Other members of the staff also rendered field service of a kind compatible with their special assignments. In spite of this record, many urgent and legitimate requests had to be refused.

State Programs

Programs within the respective States show interesting differences, which deserve encouragement. On the other hand, the pooled experi-

ences of all States tend to reveal faulty practices and, at the same time, establish good procedures rather generally applicable. Two factors have operated this year to capitalize the benefits of a Nation-wide program. One is the inclusion for the first time of Section V in the Annual Descriptive Report from the States to the Assistant U. S. Commissioner for Vocational Education. The outline for this section, built around a general consensus as to the activities which a State supervisor should engage in, has the wholesome effect of calling attention to a well-rounded concept of a year's work, as well as encouraging factual and statistical evaluations of the supervisor's activities.

A second factor in this pooling of experiences was the Sixth National Conference held at Traverse City, Mich. This conference engaged two distinct groups of persons: (1) State supervisors and (2) others invited by them from their own States whose understanding, cooperation, and leadership were important to the development of their programs. The published reports of this conference are in two sections: One is a series of statements from general work committees of the conference on critical questions of principles and practices. The second is a workbook summarizing the supervisor's conception of the best practices in carrying on State programs.

Since the guidance program is essentially of a staff nature, expressing itself in services to the school as a whole and to the individuals enrolled rather than in new workers or additional students, growth is more difficult to express in statistics than for other aspects of education. State reports, however, are beginning to supply figures in such matters as numbers of schools supplying specific guidance services; number of schools, by type, employing full-time or part-time counselors; number of courses offered for counselor training and the enrollments; number of research projects, surveys, follow-up studies, and similar specific accomplishments. The value of a guidance program will continue, however, to lie in the quality of the service rendered, but this is no reason why statistical yardsticks should not be applied to measurable facts. Many States are supplying data showing growth, often of a substantial nature. National figures should soon be obtainable.

Professional Developments

One emphasis in the professional development of guidance work during the year was that on adult counseling. The community counseling experiments sponsored by this Service and reported in the last Annual Report were further developed. They were described in a publication written by the staff of the Service and given national circulation through publication by *Occupations* magazine, both as a special issue of that journal and as a separate pamphlet. These experiments, together with others of various sponsorships, were the forerunners dur-

ing the year, of thousands of local counseling centers with widely varying titles and programs, but with the same general purpose—the advisement of veterans and other adults as to reeducation, retraining, and employment, and such other problems as might appear in conjunction with them. This Service was not only indirectly connected with this development through leadership, but members of its staff also served as consultants to various public and private national agencies having more direct jurisdiction.

One inevitable outcome was a universal call for training for these counselors of adults. Outlines of training courses, with carefully selected bibliographies, were supplied for State and local use by this Service. Members of the staff conducted or participated in six training conferences of a week's duration each, and many more of shorter terms, in numbers of States.

It appears from all the evidence that the impetus given to the use of guidance practices in industrial and military circles during the war will carry over into the postwar era. This impetus will influence many communities to provide permanent counseling services for adults.

A second area of professional interest and activity stimulated by this Service is that of the content and method of training in guidance practices for teachers and counselors in in-school or college programs. A survey, conducted jointly by the Division of Higher Education and this Service, and issued as Miscellaneous 3162, entitled *Offerings in the Fields of Guidance and Personnel Work in Colleges and Universities, Summer 1945*, revealed the present state of training practice. The results indicated heterogeneous terminology, a lag between courses offered and the requirements for the qualifications of counselors by newer standards, and a general lack of professional agreement. This lack of agreement was obviously not based on desirable institutional freedom, but rather on insufficient job analysis of the modern demands on the counselor.

Inquiry among the States revealed that many State supervisors were able to interest their training institutions in these problems. As a result, this Service, in cooperation with the Division of Higher Education, sponsored two conferences, one in Chicago, Ill., and one in Raleigh, N. C., at which more than 50 institutions and 19 States, Puerto Rico, and the District of Columbia were represented. The resulting reports, available to the conferees in duplicated form, have been widely quoted and used. They suggest a required course for all teachers in preparation on the undergraduate level in the principles and practices of a guidance program. They also suggest in some detail the content of a year's graduate work devised to train coun-

selors. Reports from the field indicate that numbers of institutions, both of those represented at the conference and others, are reexamining their course offerings in the light of the findings of the conferees. Resolutions adopted included one requesting a similar conference the next year, and one requesting that the U. S. Commissioner of Education take steps to make a national survey of the present status and future direction of guidance work.

In line with this review of institutional training, the Service has promoted activities of many States in the in-service training of school staffs and supplied a staff leader in 10 or more State meetings. Many opportunities of this sort are being offered for the first time. One new device, successfully developed in Michigan, Pennsylvania, and Missouri, is the cooperative work-training summer course. By this plan, full-time, wage-earning industrial or retailing experience is combined with class work taught by college instructors, management, and labor. Those who finish these courses are no longer without first-hand experience at wage earning in factory or store in jobs comparable to those of the great majority of nonprofessional workers.

The Occupational Information and Guidance Service also has made a survey of the extent of certification requirements by the States for counselors and other guidance workers. During the year, this staff furnished consultant services to 6 States which were revising their present regulations in this respect.

A professional development of a different kind has to do with a growing interest as to the relation of the guidance program to the instructional program and to the administrative and supervisory aspects of the school. Evidence of this nature is noticeable in California, Michigan, Georgia, and North Carolina, among other States. The idea that the guidance program finishes its duty when it has supplied good counseling to individuals enrolled in a school is being questioned. Should a student be led to make up his mind wisely as a result of expert counsel to seek education and training on a certain level and for a certain purpose, and then be faced with school offerings in no way related to his abilities or his probable place in the community? Should a school remain unaffected, if facts revealed in the guidance program show that only 10 percent of its graduates go to college, although 80 percent of its courses are college preparatory? Should an administrator make up his schedule based on the courses tradition demands that he teach, after his guidance department has advised him of the individual differences of many of his pupils which make it clear they cannot or should not learn these courses? Should the guidance program of the school make pupils acutely aware of occupational facts,

and the school continue to train for jobs which do not exist or exist for only a small minority?

Questions such as these are appearing in various places with growing frequency. The professional inference is clear: Counseling the individual is one duty; adapting continuously the offerings of the school through action of the administrator and the teachers to make counseling results effective is a duty equally imperative. Can the guidance program function in such a way that the administrator and his staff may employ it to advantage in making the school fit better both student and community? What effect this question may have upon future preparation of all school personnel is a lively professional problem. It certainly enlarges the scope of investigation of guidance practices and their implications for curriculum development.

The Service as a National Resource in the Guidance Field

Many agencies which have guidance related projects in prospect turn to this Service for assistance. Perhaps the most important assistance given during the year was to the National League of Nursing Education, which, in conjunction with the principal professional nursing organizations and the U. S. Public Health Service, desired to stimulate and improve the guidance programs in schools of nursing which have already organized them, and to establish such programs in all other institutions. The request that a member of the staff of this Service write the bulletin involved, and the cooperation which developed among the many agencies and individuals as the project moved forward, would seem to be evidence of the value of such services.

Joint authorship was also developed with: the Bureau of Labor Statistics, U. S. Department of Labor; the Bureau of Training, War Manpower Commission; the National Vocational Guidance Association; and the Division of Higher Education of this Office.

Vocational Aspects of the Program

The relationship of this Service to the Vocational Division, and the inherent importance of occupational facts in guidance work, have resulted, both in general services to vocational education and in many special contributions.

Within the Office, every other vocational service has received some specific assistance, which included such items as the preparation of a bibliography, the writing of a chapter in a publication, consultation with staff, and participation in six or seven regional conferences. The American Vocational Association has called upon this Service to review manuscripts, to take part in its programs, and to aid in the development of its guidance activities. On the State level, supervisors have been encouraged and assisted in making their programs

function to help both the other State vocational services and local departments.

Perhaps the most notable service to vocational education of the year was the study resulting in Vocational Division Bulletin 232, *Selection of Students for Vocational Training*. With the cooperation of State directors of vocational education, 170 vocational schools in 34 States, Hawaii, Puerto Rico, and the District of Columbia provided material for a thorough study of methods of selection of vocational students, the relation of these methods to guidance practices, and potential improvements in selection based on guidance practices.

Miscellaneous Activities

A staff member spent a week with the Southern States Work Conference, and aided that group in producing a comprehensive statement on guidance. Again, a staff member was chairman of the guidance section of the week's conference called by the National Education Association, which issued an authoritative report on Educational Programs for Veterans. Continuous committee work was done with projects sponsored by the Retraining and Reemployment Administration, the Children's Bureau, and the District of Columbia Committee on Counseling for Veterans and War Workers. Permanent arrangements for close cooperation between the U. S. Employment Service and this Service were set up as the approaching postwar period gave evidence of new problems between schools and placement agencies when young people enter the labor market. Staff members have supplied many articles to magazines such as the *School Executive*, *Management Review*, *American Library Association Booklist*, and *Occupations*. One member supplied a chapter on "Educational and Vocational Information" for the *Annual Review of Educational Research*. Several wrote special articles for a forthcoming *Encyclopedia of Vocational Guidance*. Numerous bibliographies were issued.

Postwar Planning

The committee appointed to study vocational training problems in the postwar years concluded its work during the year and submitted a report which was examined by two large representative groups—a reviewing committee and a consulting committee. All comments, suggestions, and recommendations made by the members of these groups were considered at a 2-day meeting of the consulting committee held in Washington in the spring. As the fiscal year closed, the final report was in preparation for publication and will be off the press later under the title, *Vocational Education in the Years Ahead*.

Table 7.—*Funds available for allotment to States from Smith-Hughes and George-Deen Acts, fiscal year ending June 30, 1945*

Purpose	Smith-Hughes Act	George-Deen Act
TOTAL.....	¹ \$7,285,122.03	² \$14,483,000.00
Agricultural education.....	3,058,452.99	4,066,465.00
Trade and industrial education.....	² 3,111,913.15	4,056,857.50
Home economics education.....		4,051,677.50
Distributive occupations.....		1,264,000.00
Teacher training.....	1,114,755.89	1,054,000.00

¹ Includes appropriation for Hawaii and Puerto Rico under separate authorizing Acts. Total appropriation Smith-Hughes Act, \$7,167,000; Hawaii, \$30,000; Puerto Rico, \$105,000.

² Allotment for home economics included in trade and industrial allotment, not to exceed 20 percent for home economics.

³ Allotments to the States are made on the basis of this amount as authorized in the Act. Actual appropriation for fiscal year 1945, \$14,200,000.

School Administration

THE EMPHASIS ON war-connected activities of the staff in school administration continued throughout the year. Two members of the staff assisted State and local school officials in meeting war-created needs in the fields of pupil transportation and school facilities. In State school organization and administration the emphasis was reflected in the recognition of the need for and the encouragement of the creation of over-all State educational machinery to administer present and future Federal programs affecting education, such as the disposal of surplus war property by the Federal Government to educational institutions and possible Federal subsidies to States for general educational purposes.

State and national legislative activity, particularly heavy during the year, resulted in the passage of many acts affecting education. This activity brought increased calls on the Office for information and advice on pending legislation.

Staff members were assigned to maintain liaison with the Office of Defense Transportation on problems in pupil transportation services arising in connection with the conservation program; the Federal Works Agency on school administration and other problems in school systems in war areas; the War Production Board on the salvage drive in schools and on the effects of wartime restrictions and preference ratings; and the Surplus Property Board on problems of utilization and disposal of surplus property to educational institutions.

As members and chairmen of designated committees, the staff participated in:

1. Developing school furniture types and standards (with educational and manufacturing groups);

2. Formulating proposals for the utilization of surplus war property appropriate for educational use; and
3. Outlining designated problems for study during the current year by the Study Commission on State Educational Problems of the National Council of Chief State School Officers.

Consultative field services were provided upon request in 25 States on school administration problems. In addition, members of the staff attended or directed conferences of State and local school officials on problems in school administration in Washington, D. C., Lafayette, Ind.; Baltimore, Md.; New York, N. Y.; Philadelphia, Pa.; Nashville, Tenn.; and Williamsburg, Va. Regional conferences on school transportation were held in Birmingham, Ala.; Sacramento, Calif.; Denver, Colo.; Atlanta, Ga.; Boston, Mass.; St. Louis, Mo.; and St. Paul, Minn.

The staff contributed articles on school law, school buildings, and pupil transportation to a number of educational journals.

Studies completed during the year were: Federal Government Expenditures for Education, 1943-44 (Leaflet No. 76); School Finance (Good Reference Bibliography No. 75); and The Local Board of Education (Good Reference Bibliography No. 76).

The following studies were in progress: State Plans for Financing Education; Legal Provisions Affecting the International Exchange of Teachers; Summary of Legislation Enacted by the 79th Congress, First Session, Affecting Education; Codification and Improvement of State Laws Relating to Education; Planning the School Plant; and a Study of Pupil Transportation, covering State and local responsibility, legal basis, financing, records and reports, selection and training of school bus drivers, standards, ownership, insurance, bus maintenance, and purchasing procedures for bus equipment and supplies.

Considerable time of specialists was devoted to correspondence and personal interviews with State and local school officials, representatives of Federal agencies, and national associations and organizations on surplus property for educational institutions, school legislation, local school unit organization, pupil transportation, school facilities in war areas, problems of State educational organization, problems of local school board organization and functions, school plant problems, and school finance.

School Transportation in Wartime

The cooperative program between the Office of Education, the Office of Defense Transportation, and State departments of education concerned with conservation of school transportation was terminated at the close of the fiscal year 1945, when funds through the Office of Defense Transportation, for the employment of a specialist in school transportation, were no longer available.

As its part in the program during the 3-year period the Office rendered the following types of service:

1. Through a series of memoranda States were kept informed on the latest developments in connection with the transportation program, including orders and regulations of Federal agencies, shortages in transportation equipment and supplies, and various procedures developed, both by Federal agencies and by other State departments of education.
2. Consultative and advisory services were furnished State departments of education in connection with State transportation surveys, State plans and procedures for conservation of transportation equipment, and the interpretation of policies and regulations of Federal agencies. In this connection three series of regional conferences were called to discuss problems related to the program. An average of 75 persons representing an average of 40 States attended each of these series. In addition, approximately 65 visits were made to State departments of education by the Office specialist to discuss individual State problems.
3. Consultative and advisory services were provided to Federal agencies in connection with the development of policies and regulations that affected pupil transportation and supplied to them such information as was necessary to assist them in their efforts to provide and allot transportation equipment and supplies.

Following are some brief examples of progress in achieving conservation in school transportation: Only those States which were already effectively routing school busses failed to make a marked reduction in mileage, and even these were able to eliminate some mileage. Programs for the maintenance of equipment were so effective that only scattered cases of children being absent from school because of the failure of transportation equipment were reported. States prepared plans for the distribution of available new equipment to localities where it was urgently needed. Several States inaugurated programs for recruiting and training either or both school bus drivers and school bus mechanics. There is little doubt that the cooperative program, the need for which was recognized early in the war, prevented a serious breakdown in school transportation.

General Instructional Services

AMONG REQUESTS RECEIVED for various kinds of services, a large percentage related to war problems or to proposals for changes in educational programs that were suggested by war conditions. For example, requests for services to improve programs in nutrition education, to improve opportunities for dental services to children, to change the trend in high-school enrollment from a decreasing one to an increasing one, to expand secondary school opportunities so as to serve a broader range of needs, to provide more generally opportunities for children under the age of 6, to provide an adequate supply of textbooks during the shortage of paper to meet the needs of school children, to

enlarge and improve instruction in the natural sciences for their application to present-day situations, to provide suitable school-work programs.

The work of the year, therefore, represents an attempt to maintain a balanced program that included consideration of problems immediately pressing and those that need regular and continuous attention in accordance with the fundamental purpose for which the Office was established.

Improvement of Instruction

Attendance and participation in workshops and conferences held considerable importance during the year. The specialist in elementary education was co-director and responsible for the preparation of a report of a workshop on nutrition education held at the Indiana State Teachers College, Terre Haute, Ind. This report, together with a picture-story summary, was given wide distribution. The specialist also conducted a conference on current problems in elementary education held by this Office in cooperation with the Wisconsin State Department of Education at Madison. The conference was composed of representatives from nine mid-western States. A conference report was published in *EDUCATION FOR VICTORY*, and was distributed to all State elementary school supervisors. Other conferences to which the elementary school specialists contributed included the National League College (representatives of classroom teachers from major cities) which was held at Pennsylvania State College, the Chicago Reading Conference for which two papers were submitted, the Gatlinburg Conference on Resource-Use Education attended by representatives from 12 southern States, conference on Elementary Education at Ohio University, a workshop on Elementary Education at Emory University, Atlanta, Ga., and a State-wide conference of elementary supervisors at the University of Alabama.

Workshops and institutes are one of the most effective means of in-service as well as pre-service training for the education of exceptional children. The specialist in this phase of education participated in five such institutes held at New Haven State Teachers College, New Haven, Conn.; Indiana State Teachers College, Terre Haute, Ind.; George Peabody College for Teachers, Nashville, Tenn.; Tennessee Agricultural and Industrial State College also in Nashville; and at Memphis State College, Memphis. Three manuscripts and eight articles relating to the education of exceptional children were completed for publication.

The specialist in rural education assisted in planning and organizing the White House Conference on Rural Education and in preparing for publication its findings and recommendations. This repre-

sented 272 pages of printed materials, issued by the National Education Association which sponsored the conference.

War conditions and apparent post-war situations present many problems in the improvement of instruction for Negroes. The specialist in this phase of education conducted a conference called by the Commissioner of Education in Washington on Educational Implications of Army Data and Experiences of Negro Veterans and War Workers. He prepared a report on this conference to serve as a guide for teachers, counselors, and others concerned with educational programs for Negro veterans and war workers. The report is to be published. The specialist also prepared a manuscript which was published this year on Education of Teachers for Improving Majority-Minority Relationships. This specialist also prepared for publication articles on Neglected Areas of Adult Education of Negroes, Teacher-Training Programs, and Office of Education Services for Negroes.

Expansion of School Services

The interruption of the educational program of many youth by war conditions has created a serious problem in the continuation of their education. It is apparent that this group will need some different types of both programs and organization of instruction from that which formerly has existed for pupils in the all-day high school. A study has been undertaken of Expanded School Services for Young People of Secondary-School Age and the Years Immediately Following. In carrying out this purpose a list was developed of apparent problems that schools would need to face in providing these young people with adequate and proper educational opportunities on the secondary school level. The Commissioner called together a small group of persons outstanding in the field of secondary education for the discussion of the problems listed and of ways and means for meeting them. Members from the staff, together with an Office committee for the purpose, developed the list of general problems into detailed specific problems, compiled much background information bearing upon the problems, and pointed out sound principles in education that should receive consideration in planning for such expanded school services. Copies of the material were sent to State departments of education, some teacher-training institutions, and a few persons in the field of secondary school administration. These persons have been asked to review and make suggestions on the mimeographed manuscript that will enable this Office to produce a publication on the subject.

The war has also emphasized the problem of expanding school arrangements to create a broader area of activities to be included for consideration in the development of educational programs. A special phase of such problems is to be found in opportunities provided by

schools for pupils to attend school part time and to work part time during school hours. The specialist in secondary education has collected information on a number of school-work programs and reported them in a series of articles in *EDUCATION FOR VICTORY*. From this stage the Office has gone forward with a joint study with the Children's Bureau, Department of Labor, of school-work programs as found in a number of cities. Visits have been made to a few cities for this purpose and more are planned for this year. It is the expectation that a joint publication of the two agencies concerned will be issued dealing with such questions as the various types of arrangements that are now in existence for releasing pupils from school to work part time, plans for supervising such programs, the extent of such programs, and essential features for the success of such school-work arrangements.

Wartime concern for the school-care of children below compulsory and permissive school ages has increased the number and variety of requests for information and counseling services, especially with respect to related State and Federal legislation and procedures for initiating, organizing, equipping, and safeguarding the standards for nursery schools and kindergartens. The specialist in nursery-kindergarten-primary education has rendered services and published materials upon the expansion of school facilities for younger children. These materials related to school organization, physical plants, instructional programs, innovations and developments in curriculum materials, and in-service teacher education. There is in preparation a study of the status of schools for children under 6 years of age.

Pupil Personnel Services

During the year a 200-page bulletin on School Census, Compulsory Education, Child Labor was published. This study gives in considerable detail State regulations relative to taking the school census, compilation of reports on the census, and the use made of the census. It provides a wealth of information relative to the forms used and the items included for the enumeration of children of school age in the various States. It also deals with legal and other State regulations relating to the compulsory attendance of pupils. It provides information on compulsory school age, the records that are kept on individual pupils, ways of securing attendance, the appointment of attendance officers, and the enforcement of compulsory school regulations. It is a handbook for those who are interested in the enumeration of school children, their school attendance, and prohibitions on their employment.

The specialist in tests and measurements prepared a report of a national committee, appointed by this Office, on cumulative records. The report was issued as a bulletin of this Office. The study presents on a national basis information on the extent of the use of cumulative

records and includes consideration of the types of records used and the use that can be made by schools of information on such records. Through an agreement with the War Department, the specialist in tests and measurements made arrangements for the adoption, duplication, and administration of 13 aptitude tests which were developed by the Army. As a result these tests were given to approximately 500 students in 6 different school systems of the country. The results of this experiment are now being compiled. From time to time the division has issued statements on the number of youth of school age not attending school. The specialist in rural education assisted in the preparation of material for publication on comparable statistics of urban and rural schools.

Cooperation With Other Agencies

During the year members of the staff have cooperated with numerous agencies for the furtherance of educational projects. The work of the specialist in nursery-kindergarten-primary education included cooperation with representatives of the following war agencies: United Nations Relief and Rehabilitation Association, Office of Civilian Defense, Office of War Information, and with the Federal Housing Administration; with representatives of the British and Canadian Information Services, and of several of the legations to whom materials were sent for their nationals. Services include assembling of materials related to principles of education, housing, equipment and program of schools, teacher education, community-school cooperation; assistance in planning school visiting itinera; assembling an exhibit of teaching materials for Mexico City, and the placing of visiting students from Australia and other American Republics. This specialist participated in the Duval County (Fla.) Education Conference and rendered consultative services to the members of the Association for Childhood Education of that county relative to the organization of a children's museum, and assisted elementary principals in planning for the organization of the primary-unit plan to eliminate pupil failure. The specialist prepared a report to the National Association for Childhood Education Committee on Terminology, concerned with the beginning grades of the public schools.

The specialist in Negro education participated in or served as consultant for the following: White House Conference on Rural Education; Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes; National Education Association Work-Conference on Educational Programs for Veterans; Children's Bureau Conference on Our Children Now and in the Post-War World; Hampton Institute Curriculum Organization.

The specialist in rural education planned and organized details of a conference called by the Commissioner to bring about greater unity

of understanding among various organizations sponsoring Federal legislation relating to education; served as a member of Cooperating Committee on School Lunches, and as a member of the Office Nutrition Education Committee.

The specialist in parent education rendered services to several national organizations which are concerned with more adequate provisions than now exist for young children and their families. Assistance was given in planning programs, in conducting joint projects, in committee work, and in providing materials and information on State and local programs for young children. Included among organizations to which services were rendered are: Association for Childhood Education, National Association for Nursery Education, Elementary School Principals Association of the National Education Association, American Association of University Women, National Congress of Parents and Teachers, Child Welfare League of America, Federation of Women's Clubs.

The specialist in secondary education continued his cooperation with the American Dental Association and the U. S. Public Health Service in bringing about improvement of dental health among high-school pupils. During the year a request was sent to chief State school officers for the names of schools and school systems that are outstanding in their dental programs. The canvass of these schools has resulted in the assembling of reports from 32 schools and school systems. Descriptive statements regarding them have been prepared and will be published in forthcoming issues of *SCHOOL LIFE*. In cooperation with OWI a description of typical high-school conditions was planned for circulation in foreign countries. Assistance was given during the year to the National Committee on Coordination in Secondary Education and the Cooperative Study of Secondary School Standards. As in earlier years the specialist in secondary education served as secretary of these two organizations.

The specialist in elementary education served on a committee to produce a chapter for the Yearbook of the Department of Elementary School Principals, the Inter-Agency Committee on School Lunches, and the Survey Committee for the Georgia School for the Deaf.

The Office of Education and the Children's Bureau jointly sponsored a Go-to-School Drive to secure the attendance at school either on a full- or part-time basis of youth of school age. The Commissioner called upon State and local superintendents of schools to stimulate a "Go-To-School" movement. Printed and other forms of appropriate materials for this purpose were issued.

The specialist in the education of exceptional children, at the request of the member for China of the UNRRA Council, drew up recommendations for the organization of centers in China for various types of exceptional children. This specialist also assisted the War

Relocation Authority in its consideration of plans for meeting the needs of handicapped pupils in its schools. At the request of the superintendent the Office specialist spent several days at the WRA center located at Rohwer (Ark.) and made recommendations to both the local superintendent and to the director of education of the WRA regarding modifications in their educational programs for this purpose. This specialist also directed an educational survey, in cooperation with certain State agencies, of the Georgia School for the Deaf, and a report is in preparation. At the request of the Public Health Service the specialist assisted in an educational survey of the Georgia Training School for Mental Defectives. Recommendations were made to the Georgia State Department of Public Welfare. The specialist rendered services as: National chairman of the Committee on the Exceptional Child of the National Congress of Parents and Teachers; member of the National Society for Crippled Children; International Council for Exceptional Children; American Association on Mental Deficiency; and the American Society for the Hard of Hearing.

The plight of school children in the occupied countries of Europe attracted widespread interest in the United States. In order to contribute toward the alleviation of this situation, the American Junior Red Cross decided to supply a limited amount of materials that would be of interest and use, and through the proper European agencies, distribute them when possible to these children. For this purpose the Junior Red Cross sought the cooperation of this Office. A memorandum of understanding was drawn in accordance with which the Commissioner issued an appeal to all State superintendents of schools to support the undertaking and calling their attention to the fact that the Junior Red Cross was in a unique position to carry on this type of work. Details of this plan were given wide publicity through **EDUCATION FOR VICTORY**.

Availability of textbooks to meet the need of school children required an investigation in order to provide information to guide the War Production Board in its allotments of paper to textbook publishers. At the request of that board an inquiry on this question was sent to all State departments of education and to a number of local school superintendents in different parts of the Nation. The returns were compiled and furnished the War Production Board and copies sent to the American Textbook Publishers Institute. Representatives of this Office on request of the War Production Board attended hearings on appeals of textbook publishers for additional allotments of paper.

At the request of the Special Devices Division of the Navy the Office of Education cooperated in a plan whereby the Navy, with the assistance of this Office, would prepare a bulletin on Terrain Model Building for use in schools. The Office arranged for the proposed

bulletin in manuscript form to be tried out experimentally in the Calvin Coolidge High School of Washington, D. C. This has been done and the manuscript is being issued as a joint publication of the Navy and the Office of Education.

A member of the staff served as chairman of the Committee on Industrial Arts to prepare a chapter on objectives and measurement techniques in that area of education for the Yearbook of the National Society for the Study of Education. This specialist also served as a member of: The Planning Committee, Division of Administration and Supervision, National Vocational Guidance Association; the Industrial Arts Policy and Planning Committee of the American Vocational Association, Inc.; the Committee on Standards of Attainment in Industrial Arts Teaching, also of the A. V. A.; Advisory Committee on School-Work Programs of the National Child Labor Committee.

Physical Education and Health Activities

THE STAFF of the Division of Physical Education and Health Activities concentrated its efforts upon problems in the areas of health, physical education, social hygiene, and physical fitness. One specialist was assigned by the Committee on Physical Fitness of the Federal Security Agency, and one was assigned by the U. S. Public Health Service to work in this Division on programs for schools and colleges. These specialists supplemented the services of the regular health consultant of the Office. Only one member of this personnel was employed throughout the entire year. Three persons, serving a total of 25 months of duty, constituted the staff of the Division.

The members of the Division staff provided leadership and services for a total of 8 workshops and more than 35 conferences in a total of 34 States and the Dominion of Canada, and served on many national committees, aiding in the preparation of reports and recommendations for social hygiene, health, and physical education programs.

The Office of Education called a meeting of national leaders to study the problems of social hygiene education. This group prepared a conference report on present programs, needs, and recommendations for the future. In addition to the social hygiene conference report, the following documents were prepared by members of the staff: *More Firepower for Health Education*, Bulletin 1945, No. 2; "A Statement of the Health Needs for School-Age Children and Recommendations for Implementation," a subcommittee report of a governmental inter-agency committee on school health programs; bibliographies for teachers, pupils, and lay groups in social hygiene education; as well as articles published in professional journals.

A functional, cooperative arrangement to secure coordination of the health education activities carried on by Federal agencies was developed during the year. A subcommittee composed of representatives of the governmental agencies concerned prepared a report recommending that an official coordinating committee representative of the Children's Bureau of the U. S. Department of Labor, the U. S. Public Health Service, and the U. S. Office of Education be appointed. The recommendation was presented to the Chief of the Children's Bureau, the Surgeon General, and the Commissioner of Education; and the official coordinating committee has been appointed and is now functioning.

A representative of the staff served as a member of a team of nationally known leaders in public health and education to meet with State health and education leaders in a series of meetings—nine in six States—sponsored jointly by the American Public Health Association and State health education and welfare groups. Although these meetings were usually sponsored by members of the public health profession, the program emphasized health education in schools.

The Division has worked closely with the Children's Bureau, the U. S. Public Health Service, the War Production Board Committee on Physical Fitness, the Red Cross, the American Association for Health, Physical Education, and Recreation—a department of the National Education Association, and the American Public Health Association as well as with a large number of professional and lay organizations.

Statistics

The Statistical Division, with its small staff, cut its program to the basic periodic chapters of the Biennial Survey of Education, annual circulars, and certain war connected studies. It cooperated with the Education Committee of the House of Representatives in the study of the Effect of Certain War Activities Upon Colleges and Universities (79th Congress, 1st Session, House Report No. 214), and it again made a survey in October of the effects of the war upon public schools, which was published in *EDUCATION FOR VICTORY*.

Work was finished on the Biennial Survey of Education for 1940-42 and the Statistical Summary of Education completed for publication. The chapter on Statistics of City School Systems for 1939-40, previously held from printing due to insufficient printing funds, was combined with the similar chapter for 1941-42 within the pages usually taken for one chapter. The 1940-41 chapter on Nonpublic Elementary and Secondary Schools, also previously held for the same reason, was

sent to the printer. Because of war conditions none of the previously delayed studies was undertaken during this period. Materials for the State, city, and higher education chapters of the Biennial Survey of Education, 1942-44 were sent out, field work follow-up done in 38 States, and editing started on the report forms.

The annual studies of Expenditures Per Pupil in City Schools and Statistics of Land-Grant Colleges were processed in circular form. A much delayed but greatly needed study of College Salaries for 1941-42 was finished and issued in limited quantity—300 copies instead of the usual 2,500—due to wartime restrictions on the use of paper. The quadrennial summary of Statistics of Schools in Urban and Rural Areas for 1938-40 and 1940-42 was processed as a circular. The list of over 22,000 accredited secondary schools was revised and brought up to date.

In its function as a clearinghouse of information on basic educational statistics in all fields, especially on a national level, the Division continued to supply information by telephone, letters, and personal conference to other Government agencies, the educational profession, business, and the general public.

Work was begun in cooperation with the Bureau of the Budget, Bureau of Labor Statistics, and the Governments Division of the Bureau of the Census in adapting the scientific sample used for the Quarterly Survey of Public Employment to obtain data on school employment previously omitted from the Survey.

The Statistical Division was also included with similar divisions from a number of other interested Government offices in an interdepartmental committee studying the work of the Government Division of the Bureau of the Census under the leadership of the Bureau of the Budget.

The Library

ACTIVITIES OF THE U. S. Office of Education library were directed toward serving its usual clientele of the Office specialists, research workers and other Government agencies. While major emphasis has been placed on acquiring materials on postwar planning, education of returning veterans, war training programs, and other war-related subjects, maintenance of an adequate collection in the usual fields of interest also received attention. Many war agencies in the Government made continuous use of the Library's resources and services. At the beginning of the war they recognized the significance of the collections of psychological and educational periodicals, college catalogs, courses of study, textbooks and documents, in expediting their research. Library resources in a modern war are truly military re-

sources and by making these publications readily available to the Army, Navy, and other war agencies, the Library has made a definite contribution to the war effort.

Acquisitions and Cataloging

The Library during the year received by purchase, gift, or exchange, some 10,000 publications. These included most of the current materials on general education, vocational education, and related subjects, as well as selected older items needed to complete the historical resources of the Library. Publishers gave many textbooks, and other professional, technical, and scientific works. Fewer foreign publications were received since, due to the war, many serial and monographic publications of foreign governments have been suspended or appear irregularly. Cataloging procedures were speeded up to make books available quickly; and subject headings and classification were kept up to date.

Three hundred ninety-five volumes of Office publications and educational periodicals were sent to the bindery at the close of the year. Because of wartime restrictions binding was suspended in 1943 and 1944 with the result that a large accumulation of publications awaits binding as soon as sufficient funds become available.

Reference and Loan Service

Work of the reference and loan service did not differ significantly from that of previous years. In March 1945, however, two new projects were developed that greatly stimulated circulation of books to the Office staff. They were the *New Book List* and the weekly book counter held in Temporary Building M. The *New Book List*, distributed twice a month, brings to the specialists' attention additions to the Library's collection. Located as it is in a building considerable distance from the Office headquarters in a temporary building, the Library has not been conveniently accessible and much time is consumed in transportation. The book counter represents another step towards helping the regular Office staff conserve time. The Library staff selects books in various fields of interest and one day each week it brings the book counter to the Office headquarters. It served from 75 to 100 staff members each book-counter day.

Bibliographical Services

The following annotated bibliographies were issued: *Planning for Post-War Education in the United States*, *Compulsory Military Training*, and quarterly contributions to *Post-War Problems: A Current List of U. S. Government Publications*. An annotated list of new books and pamphlets was compiled semimonthly for publication in EDUCATION FOR VICTORY and HIGHER EDUCATION. Bibliographical assistance was given through letters, telephone calls, and conferences.

Data were collected for the *Bibliography of Research Studies in Education*. Although publication was suspended for the duration, the material may be consulted by research workers. The Library received 365 theses from 72 institutions, making 6,474 theses available for loan. Curriculum materials were increased by the addition of 675 recent courses of study, which have been classified and indexed. Information about theses and courses of study was made available to research workers by compilation of special bibliographies and by listings in *EDUCATION FOR VICTORY*.

Administration

A more functional and effective grouping of related activities was achieved by transferring Acquisitions to the Catalog Division and placing all technical processing under the supervision of the head cataloger. For the same reason, maintenance of the Serial Record (including periodicals, Government documents and college catalogs) was included in the duties of the Acquisitions Section. The Public Library specialist acted as librarian for the first 6-month period; then, since a librarian still had not been appointed, the Assistant Commissioner assumed the executive duties of that position.

Service, 1944-45

Accessions (not including duplicates).....	10,000
Volumes cataloged.....	6,415
Cards filed in card catalog.....	34,219
Volumes bound.....	395
Books loaned.....	9,962
Theses loaned.....	469
Interlibrary loans.....	2,710
Reading-room attendance.....	8,220
Books used in the reading room.....	26,149
Telephone reference calls.....	7,118

Service To Libraries

In considering the activities of the Library Service Division, it is well to keep in mind that (1) the unit is not a library, but an agency for assisting in the extension and improvement of library facilities throughout the Nation; and (2) it was established to serve all types of libraries—public, school, college, and special. Modern libraries, whether parts of schools or colleges or independent institutions such as most of the public library systems, are essential agencies in the educational program of the Nation, and it is the purpose of the Library Service Division to aid them at the Federal level in their performance of this function.

Consultative Services

Advisory service either in the form of consultations in the Office or participation in in-service training institutes in the field, constitutes an important method of assistance. As a part of this program, the specialist in school libraries assisted in the plans for a library in a school for returned veterans built by an industrial plant. The school is being studied by representatives of foreign governments for possible duplication in their own countries. Assistance was also given in planning the equipment and book stock for a modern vocational school for girls which will be used to demonstrate the importance of effective library service.

Advisory services on postwar library building plans were extended by the public library specialist as a consultant and correspondent of architects and trustees representing community libraries in several States, and of college authorities planning to expand campus library services.

The specialist in school libraries, in cooperation with the specialist in public libraries in New York State, conducted a 5-day library institute at Emporia, Kans., for the Kansas Library Association and the Kansas State Teachers College at Emporia. She also conducted regional meetings of Vermont librarians at St. Albans and at St. Johnsbury for the Vermont Free Public Library Commission.

State library leaders recognize the importance of in-service institutes for librarians and are anxious to obtain assistance from the Division in organizing and conducting this type of training. The present staff cannot care for the requests which are coming to the Division for this Service.

Assistance to Government Agencies

Typical of assistance to other Government agencies was that extended to the Department of State in its Nation-wide publicity on the United Nations Conference in San Francisco and to the War Food Administration in its information campaigns. In both instances public and school libraries served as major channels for the distribution of Government information, and the cooperation of State library agencies was secured to effect as complete local coverage as possible.

A member of the Division served on the Library Advisory Council of Joint Army and Navy Committee on Recreation and Welfare, appointed by the Secretary of War and the Secretary of the Navy. This council acts as an advisory group to the library services of the armed forces, when requested, on problems involving the development of library facilities and on plans for operation in the peacetime establishment.

Statistics on Libraries

The study, *Statistics of Public-School Libraries, 1941-42* was completed and sent to the printer, and the second Nation-wide collection of public library statistics in the new series developed by the Library Service Division was begun.

During the year, several important uses were reported of statistics compiled by the Library Service Division. These data furnished the basis for much of an extensive report on postwar planning for college and university libraries made by a national committee. They were also the foundation of a study of junior college libraries which appeared in the *Junior College Journal* for December 1944. The public-school library data have been used in several States in justification for the establishment of the position of State Supervisor of School Libraries.

Information to Libraries

The regular bi-weekly department of EDUCATION FOR VICTORY entitled "Libraries and the War," continued to serve as a clearinghouse of wartime news and activities of individual libraries and library organizations, and represented a responsibility of the public library specialist, assisted by other specialists in the Division. Throughout the war the column was based on data from official sources and material was chosen either for its significance as a pattern of wartime service for libraries in general, or for its importance as library news useful to teachers and librarians.

Latin-American Exhibit Project

The Latin-American exhibit project begun in 1941 by the Library Service Division with a grant from the Office of Inter-American Affairs concluded another year's service. Exhibits were used by approximately 2,000,000 students in more than 10,000 educational institutions during the period of the operation of the project, which is now being liquidated because further funds are not available.

Comments from the field indicate that the purpose of the exhibits, to promote a better understanding of the Americas through the effective presentation of teaching materials, has been realized. To quote some typical statements from the users of these exhibitions:

The exhibits have been a great help to us. You will be glad to know that the interest and desire for further study of the countries south of us has resulted in a change of curriculum in the social studies set up for the school year 1945-46. For the first time since my teaching career our schools will study the above-mentioned countries for a semester and the European countries for a semester. Previous to this, Europe and Asia were studied during the year. (*From a teacher in an elementary public school in an Eastern State.*)

I feel that the study of other countries in the schools where teachers have seen this exhibit will be enriched through securing a greater variety of materials. This exhibit has not only been a contribution in learning more about the manners and customs and people in the Latin-American countries but suggests enrichment for study of other countries. (*From a workshop for teacher-training in the South.*)

Surplus Property for Libraries

As the end of the war approached, the Library Service Division began to give increasing attention to the problem of surplus property for libraries. In the fall of 1944, the American Library Association was asked to send representatives to consider the general problem, and to assist the Commissioner in making recommendations to the Surplus Property Board regarding policies and procedures for the disposal of surplus property to libraries as educational institutions. Since that time the Division has represented library interests at numerous conferences to formulate policies and procedures.

Comparative Education

Providing Current Information

Through the section on "News from Abroad" in EDUCATION FOR VICTORY, the Comparative Education Division has continued its effort to give a current picture of significant developments in the field of international education. Among the articles prepared were reports on literacy and illiteracy in the various countries of the world, student and teacher exchanges between the United States and Great Britain, the International Bureau of Education and postwar reconstruction, and reviews of recent publications on education in other countries.

Preparing Basic Studies

The preparation of basic studies on education in Central and South American countries, begun in the fall of 1943 under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation of the Department of State, has continued throughout the year. Four Office of Education specialists traveled in several Central and South American countries to gather data first-hand on the educational systems of these countries. During the year field work was completed in Paraguay, Colombia, Peru, Chile, Ecuador, Guatemala, and Brazil. The reports on education in each of these countries except Guatemala, and on education in the Dominican Republic, Uruguay, and Costa Rica, for which field work was completed last year, are in various stages of preparation ranging from that on *Education in Chile*, which is in the process of being printed, to that on *Education in Ecuador*, for which the first draft is being written.

Arranging Internships for Foreign Students

In collaboration with the Division of Cultural Cooperation of the Department of State two Chinese graduate students, one from the University of Pennsylvania, the other from Columbia University, served as internes in the Office of Education between 3 and 4 months each. Arrangements were made through the Office for one semester of internship in the public schools of Washington, D. C., for a student from the Commonwealth of the Philippines.

Closely connected with the internship program was a cooperative arrangement with the American Association of Teachers Colleges whereby a Filipino educator was sent to visit 15 teacher-training institutions in the United States. He spent approximately one week at each school interpreting Filipino life and culture to its students and faculty, and in turn learning from them about student life and teacher education in the United States.

As in the previous year, the Division assisted the Department of State in finding a number of United States teachers for Near Eastern countries, including Egypt, Turkey, and Lebanon.

Assisting in the Development of International Understanding

A series of four lectures on the peoples of Asia was sponsored by the Office in cooperation with Miner Teachers College, Wilson Teachers College, the Education Association of the District of Columbia, and the Columbian Educational Association, for the benefit of the public-school teachers of the District. The series included a lecture each on the people of Russia, the people of the Netherlands East Indies, the people of India, and the people of Korea.

Eight radio broadcasts, entitled *Introducing the Peoples of the Far East*, based on this lecture series and on that of last year, were made during the period from December 18, 1944 to April 23, 1945 over WMAL in cooperation with the Radio Committee of the Public Schools, Washington, D. C. Further, four 15-minute short wave broadcasts on Far Eastern Studies in the United States were made for the Office of War Information.

On request, consultative assistance was given to the Education Committee of the Commonwealth of the Philippines, Washington, D. C., in its planning for postwar educational reconstruction in the Philippines.

Preparing Instructional Materials

Out of tentative listings of materials helpful to teachers prepared in connection with the lectures on the peoples of Asia, lists of curriculum materials were developed on the Union of Soviet Socialist Republics, the Netherlands East Indies, India, and Korea. They include

annotated references to books, pamphlets, audio-visual material, maps, and units of study.

In connection with the 8 radio broadcasts on *Introducing the Peoples of the Far East* recordings for rebroadcasting were made which are available—50 for each of the 8 broadcasts—through the Radio and Script Division of the U. S. Office of Education.

Credential Evaluation for Foreign Students

Requests for the evaluation of foreign student credentials came from 178 colleges and universities and other institutions. In all, 909 cases were received representing 76 different countries, an increase of 96 cases over the previous year. In terms of world areas, 248 cases came from 26 European countries, 213 from the British Empire, 362 from Latin America, 51 from the Near East, and 35 from the Far East. This represents an increase of 72 cases from the British Empire, of 137 cases from Latin America, and of 31 cases from the Near East. With reference to European countries the number of cases declined by 81, while those from the Far East declined by 63. More than one-half of the cases came from 11 countries: Canada, Germany, Mexico, British West Indies, Panama, Colombia, India, China, Cuba, Costa Rica, and Peru. One-fifth came from 10 countries: Austria, Brazil, England, Iceland, Iran, Poland, Turkey, Venezuela, Chile, and Honduras. The remaining 236 cases came from 55 different countries.

Inter-American Educational Relations

THE OBJECTIVE toward which this Division has continued to work during the year is the development of inter-American understanding and cooperation in the field of education. The programs carried on by the Division are cooperative, both with Governments, institutions, and individuals of the other American Republics, with other Government agencies, and with educational institutions, educators, and students in the United States. Most of the funds which enable the Division to carry on the programs outlined below are received by transfer from the Department of State in connection with the activities of the Interdepartmental Committee on Cultural and Scientific Cooperation under the budget entitled "Cooperation with the American Republics." In addition, the Division has continued to receive funds for certain programs from the Office of the Coordinator of Inter-American Affairs.

The following programs were carried on in the Division during the fiscal year 1945.

Exchange of Educational Personnel

This program includes the exchanges of fellows and professors under the Buenos Aires Convention, teacher trainees from the other American Republics, language teachers, and information on teaching positions in the other American Republics.

A total of 40 graduate students from 14 of the other American Republics were in the United States under the provision of the Buenos Aires Convention for the Promotion of Inter-American Cultural Relations. These students were enrolled in 23 universities and pursued programs of study in 22 different fields of specialization. Activities included assisting in the selection of candidates from the other American Republics, recommending appropriate institutions for study, providing orientation and assistance in making personal readjustments to a foreign country, assisting in registration and housing, providing continuous friendly counsel and evaluation of progress, and making arrangements for paying monthly allowance to the teacher trainees.

A program was inaugurated in August 1944, in cooperation with the Interdepartmental Committee on Cultural and Scientific Cooperation for the education in the United States of teachers from the other American Republics. Seven teachers from five of the other American Republics have come to this country during the fiscal year to pursue study in a particular field of education at an appropriate institution of higher education, to observe in our schools, and to confer with appropriate specialists and authorities in the field of specialization.

The Division again carried on the selection and notification of 112 teachers of Spanish from our schools who attended the Spanish Language Institute in Mexico City, D. F. Teachers of English from 6 of the other American Republics were brought to this country. Each became an active participant in the Spanish or Portuguese language teaching activities of a United States school or college, served as interpreter of the culture of his country before community groups, visited a number of schools en route, and attended a special course in the teaching of English at an outstanding institution of higher education.

The Division has maintained a file of persons interested in securing teaching positions in the other American Republics for the use of agencies of the Government and others interested in securing information of this type. Panels of applicants for positions in the other American Republics have been selected for the Inter-American School Service Bureau of the American Council on Education, the Department of State, and others. Assistance was also given the Department

of State in securing professors to go to universities in the other American Republics.

The Language Program

This program has been directed toward the fostering and improving of the teaching of English, Spanish, Portuguese, and French as foreign languages calling attention to the values of language study in developing international understanding and interpreting for visitors to the Office from the other American Republics. A large collection of textbooks and other teaching aids in English, Spanish, and Portuguese has been assembled for use of the Office of Education staff, visiting teachers, and personnel of other Government agencies.

Service to teachers of English as a foreign, or second, language has been continued by giving assistance to a large number of visitors from the other American Republics interested in this problem, by visiting institutions of higher education in this country, and by preparing and distributing articles and bibliographies. A library of several hundred volumes has been established as a source of information and materials related to the teaching of English as a second language. A collection of texts and other teaching aids has been assembled to be sent to United States cultural institutes in the other American Republics where English is being taught to Spanish, French, or Portuguese-speaking people.

Services to Spanish teachers have included answering requests for information and material on a wide variety of subjects pertaining to the teaching of Spanish at all grade levels from approximately 2,600 teachers of Spanish representing every State and Puerto Rico and from many educators in the other American Republics. Four packets of loan materials were organized—Spanish in the Elementary School, Spanish for Beginners in High School, Intermediate Spanish, and the Education of Spanish-speaking Children—and have been circulated on a loan basis to a large number of institutions in which Spanish is taught. Cooperative planning of teacher-education programs has been carried out with teachers of Spanish in city school systems, concerning the use of Spanish-speaking intern teachers, and with officials of the National University of Mexico and the Mexican Ministry of Public Education, concerning plans for the second Spanish Language Institute. Through the Division, 112 teachers of Spanish from 35 States and the District of Columbia were selected and registered for the Spanish Language Institute held June 25 to August 15, 1945 in Mexico, D. F. Consultant service on methods and materials for language study were provided to a large number of teacher-education institutions throughout the country; to teachers, school administrators, and visitors from the other American Republics who called at the Office; and to agencies of the Federal and State Government concerning programs

of language instruction. Speakers were provided for conferences on the teaching of Spanish and Portuguese held in conjunction with several State teachers association meetings and regional associations. Regular contributions were made to *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese; a chapter was written for the *Handbook on the Teaching of Spanish and Portuguese*; and an article prepared for the report of the National Education Association on "The Teaching of Spanish and Portuguese," and translations made of manuscripts proposed for publication by this Office.

In response to individual requests, the Division has provided materials to aid in the teaching of Portuguese and French. Bibliographies have been prepared for teachers of Portuguese in school in the United States, and a loan packet on Brazil prepared for circulation to teachers. Correspondence between Portuguese and French students in the United States and those in other American Republics has been encouraged and facilitated.

Preparation and Exchange of Information on Education

This program may be considered in two parts: Activities related to the interpretation of education in the other American Republics to the United States, and the interpretation of education in the United States to the other American Republics.

Scores of requests from other Government agencies, from educational institutions, and from individuals for specific information concerning education in the other American Republics have been answered. Published materials received from Government agencies and educational institutions abroad concerning education in the other American Republics were distributed, loaned, or made available to educators in this country. In cooperation with the Central Translating Division of the Department of State, the Division has continued to give assistance in the selection and revision of official publications on education in the United States, and a forthcoming publication of the Office, entitled, *Homemaking Education in the Secondary Schools of the United States*, is being prepared for translation into Spanish and Portuguese.

Several hundred requests concerning specific phases of education in the United States have been received directly from inquirers in other American Republics, or through the Department of State, Government agencies, and individuals throughout the country. Appropriate publications, materials and information have been transmitted to each.

Preparation, Exchange and Distribution of Teaching Materials

The Division has continued to operate the loan packet service to educational institutions in the United States, serving several hundred thousand institutions. During the fiscal year the loan packets have

been reorganized, brought up to date, and obsolete items replaced. The number of inter-American subjects for which packets are available has been increased from 15 to 18, and bibliographical lists of the contents of each packet were prepared for distribution to a wider audience than that receiving the packets. In addition, several thousand packets of teaching materials on inter-American subjects were individually selected and sent in response to requests from schools in this country. Over and above these packets of teaching materials, numbers 4 and 5 of the *Pan American Club News*, Pamphlet No. 97, *Inter-American Cooperation in the Schools: Student Clubs*, published by the Office during the year, and a considerable amount of other teaching materials have been sent to more than 3,000 Pan American Clubs in the United States, and to more than 300 similar groups in schools of the other American Republics.

The Division facilitated the exchange of student correspondence, scrapbooks, art work, exhibits and other teaching materials between schools in the United States and those in other American Republics. Several hundred items, including books, photographs, art work, exhibits, and souvenirs which were made available for distribution by the Missouri Federation of Women's Clubs, the Library of Congress, and other organizations, have been sent to educational institutions in the other American Republics.

Consultant service and teaching materials were provided to 10 teacher-education demonstration centers, and teaching materials developed in the centers were made available for a wider audience. A distinctive feature of this phase of the program has been the organization of a team of teachers at each Center which went to a number of schools in the area for the purpose of stimulating inter-American educational activities. In addition, 3 teacher-education institutions in the Southwest were assisted in developing intensive programs for improving the education of Spanish-speaking children in the schools of the area.

Speakers and consultants were provided for 50 teacher-education workshops on the inter-American subjects, and large packages of materials and complete sets of the loan packets were sent to 63 such workshops. In addition, speakers and consultants were provided for institutes, conferences, teachers' and faculty meetings throughout the United States which were devoted to inter-American education. *The Inter-American Workshop, Some Suggestions for Directors and Staff Members*, a 17-page multilithed publication, was prepared in the Division, with assistance from the Division of Education and Teacher Aids of the Office of Inter-American Affairs, and was distributed widely both in the United States and in other American Republics to those interested in teacher education for inter-American understanding.

Special Programs and Projects

Schools Services in War Areas

Federal funds for schools in war areas.—School building facilities and maintenance and operation of regular school services and of extended school services for children of working mothers were provided during the year 1944–45 to school administrative units in war areas through funds authorized by the Lanham Act and its amendments' (PL 137 and PL 150).

The U. S. Office of Education, with funds made available by the Federal Works Agency, has had a staff of six regional consultants and one specialist in the Washington office to provide advisory services to State departments of Education on school service projects and to review and make recommendations on all school applications processed under Public Law 137. A staff member has been designated by the chief State school officer to carry responsibility for the extended school service program in 23 States.

School service projects.—Approximately 450 local school districts in war areas filed applications for Federal assistance under the provisions of the Act for maintenance and operation of regular school services.

Increasing need for the employment of women in industry and activities connected with the war effort resulted in about 650 local school districts in war areas requesting Federal assistance under the provisions of the Act for the maintenance and operation of nursery schools for preschool children and of before-and-after-school, holiday, and vacation programs for school-age children of working mothers.

Informational service and promotion of extended school service.—Resources of the Office have been available to assist State departments and local schools in promoting and building extended school service into the framework of the school program. The staff has collected and assembled information to answer requests, prepared articles, reviewed and distributed materials, given field service, and conferred with local and State officials in Washington and in the field.

A cooperative project with several local programs was the reporting of interesting program activities and features through photographs. This collection has been utilized in a pictorial report, *Open Doors for Young Children*, to suggest ways of strengthening programs in school-age centers. To meet the need for visual material a film was made of a *School-Age Program* in operation, as an aid in interpreting these services to parents, school personnel, and community leaders.

Early in the year a committee of representatives of State departments, local school authorities, and several national organizations

met to consider the adjustments of the wartime services for children which schools would be called on to make when the Nation began to shift to peacetime conditions. A statement was prepared by the conference group on "Services for Children in the Reconversion and Post-War Years" and published in *EDUCATION FOR VICTORY*.

School Lunch

Efforts were made to achieve the following objectives: (1) secure the writing and approval of a law providing sound and permanent Federal aid to school lunches; (2) prepare statistics and other materials indicating not only the need for such legislation but the various provisions written into the proposed bills; and (3) cooperate with other Federal agencies and with organizations interested in sound school lunch legislation, as well as with the general public.

Supplementary to these activities, this Office also provided the following services: (1) prepared data on nutrition education through school lunches for the use of a committee on this problem appointed jointly by the labor unions and certain Government departments; (2) prepared statistics to show school-lunch developments in school districts of various types; (3) prepared estimates to be used by the Surplus Property Board in determining the need of the schools for school-lunch equipment; (4) prepared a brief history of school-lunch development in the United States; and (5) continued to cooperate with other departments of the Government in improving the school-lunch program through the Coordinating Committee on School Lunches appointed by the Commissioner several years ago.

Public Relations Services

In response to requests for guidance and information concerned with national, State, and local needs and progress in education, especially from women's clubs, civic clubs, and similar organizations and agencies, a series of study guides and discussion outlines, packets containing free materials, and especially requested materials on selected topics, were prepared and distributed during the year. The type of assistance varied according to the requests and needs of the agencies serviced. For example, for the National Committee on Recreation of the General Federation of Women's Clubs, a program for State and local clubs was formulated consisting of outlines for study groups, free materials, bibliographies, etc. Among other agencies served were the National Grange, which requested educational programs and legislative material; The Associated Women of the American Farm Bureau Federation, interested in educational legislation; The Junior Leagues of America, material for study groups and for its annual publication; the Women's Joint Legislative Committee, bulletins and informational packets.

Similar relationships, including individual and group conferences, correspondence, and bibliographical services were maintained with the National Conference of Christians and Jews, the Congress of Industrial Organizations, the National Congress of Parents and Teachers.

Program Planning in Education

The Office has endeavored to keep an up-to-date file of current information about long-range planning in education and to furnish advisory service to agencies, both educational and public service, interested in long-range planning. A bibliography on postwar planning was issued and the results of an investigation of educational planning activities for the year 1944 were compiled and published in *EDUCATION FOR VICTORY*. Three leaflets in the series *Planning Schools for Tomorrow* came from the press.

Services to Special Professional Groups and on Special Problems

Services designed to assist all children to participate fully in the offerings of school programs were continued by the Consultant on Educational Services. Included in these services were preparation of a series of articles for *EDUCATION FOR VICTORY*; visits to school systems maintaining visiting teacher services; conferences with officials concerned with such services; preparation of information and suggestions in response to requests for assistance, such as on the organization of State and city programs. The Office continued to cooperate with the National Association of School Social Workers in the effort to improve and extend visiting teacher services to more systems and children. At the call of the Commissioner of Education, a conference of national leaders in education and social work was planned and held in the Office on problems concerned with visiting teacher services in State and city school systems. Small conference committees reported on the most immediate and important of the problems discussed. An account of the conference and its discussions was prepared for *SCHOOL LIFE*. A questionnaire study of visiting teacher services in cities of 10,000 population and above was made for the purpose of obtaining preliminary information on visiting teacher services in the cities indicated. Results of the study were published and discussed in *Bulletin 1945, No. 6, The Place of Visiting Teacher Services in the School Program*.

Other special services included cooperation with school officials and organizations in furthering various educational projects. Among these may be mentioned continuation of relationships with the National Association of Training Schools, including committee membership, consultative services, and the preparation of an article for the Association magazine; with the institutions interested in the education of Spanish-speaking children in the Southwest; with the

American Educational Research Association as its representative on the Liaison Committee on International Education; with the White House Conference on Rural Education on Intergroup Problems; and with the superintendent of schools of the Virgin Islands on curricular and other problems.

Brief studies were made and published concerned with State laws for the certification of visiting teachers, and with State departments of education and school recreation programs, and a series of articles from nine countries written by the respective ministers of education, was edited and published as Bulletin 1945, No. 3, *Education Under Enemy Occupation*.

Services for the Blind

The administrative unit known as the Services for the Blind was created in the U. S. Office of Education following the passage of the Randolph-Sheppard Act in 1936. The act was designed to improve the economic conditions of blind persons, authorize blind persons to operate vending stands in Federal and other buildings, and provide for the making of industrial surveys throughout the United States with a view to obtaining information that will assist blind persons in obtaining employment.

There are now 44 State agencies designated to issue licenses to blind persons to operate vending stands in Federal buildings. On April 1, 1945, there were 350 such stands being operated in Federal buildings throughout the country, 52 of them in the District of Columbia. In addition to the stands in Federal buildings there are approximately 625 stands operated by blind persons in State, county, municipal, and private buildings. These stands have been established for the most part since the passage of the Randolph-Sheppard Act. Therefore, their establishment in other than Federal buildings is due largely to the impetus given to this type of employment provided by the passage of the act. In addition to the regular operators there are employed as assistants approximately 150 other blind persons, making an estimated total of 1,127 blind persons employed in the vending stand programs.

Sales and Earnings

The 298 stands in Federal buildings outside of the District of Columbia had gross sales during the fiscal year of more than \$3,116,400 with an average net income to each of the operators of \$1,644. The stands in the District of Columbia, of which there are 60, including the 52 stands in Federal buildings, had gross sales of \$1,430,393 with the stand operators averaging \$3,235 in net annual earnings.

The 150 blind assistants earned approximately \$135,000 making a grand total for the country of net earnings to blind persons in vending stands to be more than \$1,787,000.

It is further estimated that the 941 stands being operated by blind persons sold over \$9,500,000 worth of merchandise during the past fiscal year.

Although much progress has been made by the various agencies for the blind in developing stand programs, there is a possibility of providing employment to hundreds of additional blind persons through this type of employment. The present stands represent only a small fraction of the potential stand opportunities in the country.

Sound Business Principles Necessary

Agencies for the blind are becoming increasingly aware of the possibilities for providing employment to blind persons through the medium of vending stands. They also realize that if their vending stand programs are to be successful they must be established on sound business principle. Requests for assistance from our Services for the Blind are increasingly numerous. The staff gives aid to the States in designing equipment, accounting methods, merchandising, display, supervision, and in solving any other problems of program administration. It has been demonstrated clearly that where the programs are well organized, proper attractive equipment is installed and competent assistance is given to the blind operators, their earnings are increased substantially.

Staff members have given training in all phases of stand program operation to the personnel employed by the State agencies. Many workers for the blind believe that the vending stand programs in addition to providing excellent income to blind persons form the best demonstration to the general public of the ability of blind persons to become self-supporting.

Industrial Employment Programs

The Services for the Blind has provided leadership in developing industrial employment programs for blind persons in industry.

One staff member, the specialist in industrial placement, has participated in the training of several placement agents and has made surveys of industrial establishments to ascertain processes and jobs which can be performed successfully by blind persons. As this agent, himself, is without sight, he demonstrates most of the processes and jobs discovered and, as a result of such demonstrations, the States have been able to place a number of blind people. It is estimated that approximately 4,000 blind persons are employed successfully now in

industry, and reports indicate that their production is usually equal to and in many instances surpasses that of their sighted associates.

Visual Aids for War Training

The Division of Visual Aids for War Training, in accordance with Congressional directive, completed the production of all visual aids, i. e., motion pictures and film strips, and continued the distribution of these visual aids to schools and industry engaged in war training.

The total Office of Education visual aids production program, for 4 years, consists of 457 sound motion pictures, 432 silent filmstrips accompanying individual motion pictures, and 457 instructor's manuals. It is estimated that 90 percent of these motion pictures and filmstrips will continue to be useful in American schools during peacetime. Subjects covered by the films include Machine Shop Work, 125; Aircraft Work, 77; Precision Wood Machining, 41; Shipbuilding Skills, 40; Electrical Work, 28; Engineering, 23; Problems of Supervision, 22; Automotive Operation and Maintenance, 19; Farm Work, 18; Refrigeration Service, 15; Nursing, 14; Foundry Practice, 14; Plastics, 10; Optical Craftsmanship, 6; and Welding, 5.

All Office of Education visual aids were selected and planned by technical and visual education specialists. The subjects were approved by the War Manpower Commission. Scripts were written and the films produced under contract by 36 commercial film producers in New York, Philadelphia, Pittsburgh, Detroit, Cleveland, Chicago, St. Paul, Kansas City, Dallas, Hollywood, and San Francisco. All motion picture production, from the original script outline to editing of the final picture, was supervised by a team of Office of Education specialists—one technical and vocational expert and one visual education specialist.

In addition, every Office of Education film was checked for technical accuracy by a Vocational Advisory Committee in the locality in which the film was produced. These committees included master machinists and tool makers, vocational teachers, training supervisors, and members of the armed forces.

All instructor's manuals, which are furnished without charge to users of Office of Education films, were checked for accuracy and edited by the Division of Visual Aids. During 1944-45, a total of 238 such manuals were written.

Distribution of completed Office of Education films was handled by a commercial company under a contract awarded by the Procurement Division, Treasury Department, to Castle Films, Inc., New York.

By June 30, 1945, a total of 34,718 Office of Education films and film strips has been purchased and used in the training of an esti-

mated 15,000,000 students, trainees, and war-workers. In addition, the Army and Navy have obtained approximately 20,000 prints, making a total of nearly 55,000 prints of Office of Education visual aids used in war training.

Sales during the fiscal year 1944-45 totaled 7,205 motion pictures and 5,511 film strips. Schools and colleges purchased approximately 50 percent of all prints.

Amortization of production costs through sales was required by the 78th Congress, and during the fiscal year 1944-45 a total of \$50,581.15 was returned to the Government.

The Division of Visual Aids also continued the distribution (through Castle Films, Inc.) of approximately 200 motion pictures and film strips produced by the War and Navy Departments and released to the Office of Education for civilian use. During the year approximately 4,000 prints of these subjects were purchased by schools and education film libraries.

Educational Uses of Radio

IN COMPARISON with the 1944 fiscal year, the 1945 fiscal year marks an increase of nearly 20 percent in the volume of requests for program materials, informational and advisory assistance, and consultation services by the Educational Uses of Radio Unit, from the Nation's educational institutions and organizations. This, of course, tends to reflect the increased emphasis on the use of radio in education which characterizes postwar educational planning, generally. However, a noticeable increase in the specificity of the requests received would seem to indicate a somewhat sharpened awareness of the precise educational values of educational broadcasting, of the use of "live" and recorded instructional programs in the schools, and of new teaching methods built around the use of audiotronic devices such as the program-distribution system and the instantaneous recorder.

Script, Transcription, and Information Exchange Services

The acquisition of 100 new educational-program scripts, and transcription copies of 48 new recorded educational programs during the year has raised to well over 1,000 the total number of educational programs available for loan to educational institutions, and the total of recorded educational programs to 323. It should be noted, however, that borrower interest in about a hundred transcribed programs and an equal number of scripts which deal exclusively with topics of wartime significance declined steadily during the year, in direct proportion to increasing indications of the end of the present war. This, as would be expected, has been accompanied by a corresponding in-

crease in the number of requests for scripts and transcriptions of educational programs dealing with cultural, scientific, and vocational topics.

In response to the rapidly increasing demand for station-planning and program-production assistance to schools, colleges, and State departments of education, the Educational Uses of Radio Unit has prepared, and made available for distribution on request, three new informational pamphlets, *FM for Education* (Misc. No. 7), a handbook on *State-Wide Educational FM Broadcast System Planning* (mimeographed), and a handbook entitled *Radio-Program Production Aids* (also mimeographed). Other informational publications dealing with specialized aspects of education by radio which were added, during the past year, to the list of those already available, include reprint copies of one of the Evaluation of School Broadcasts Project reports and published reports of two special studies which were undertaken jointly by the Federal Radio Education Committee and the U. S. Office of Education.

(The volume in which these distributive services were provided, on request, to educational institutions and organizations, is shown in the following table.)

Table 8.—*Services provided by the educational uses of radio unit, fiscal year 1944-45*

Materials or services provided on request	Volume for 1944-45	Volume for 1943-44	Grand total to date
SUPPLEMENTARY (INFORMATIONAL) MATERIALS:			
Radio Manual.....	114	740	22,474
Radio Glossary.....	45	25	18,237
Handbook of Sound Effects.....	45	800	15,120
Radio Bibliography (Now included in publication next listed).....	0	125	7,565
Radio-Program Production Aids (Includes Bibliography).....	1,332	-----	1,332
College Radio Courses (A directory of Courses for Teachers).....	35	310	4,109
Technical publications (on loan).....	227	356	6,284
FM for Education (Misc. No. 7).....	2,975	-----	2,975
Standards for College Courses in Radio.....	2,200	-----	2,200
State-Wide Educational FM Broadcast System Planning.....	559	-----	559
TOTAL.....	7,532	2,356	80,855
CATALOGS:			
Fourth-Edition Script Catalog.....	35	393	9,935
Fourth-Edition Script Catalog Supplement.....	199	563	6,521
Scripts-for-Victory Catalog.....	1,406	2,419	8,939
OCD Script Catalog.....	464	-----	1,355
Transcriptions-for-Victory Catalog.....	1,288	2,192	8,028
Transcriptions-for-Victory Catalog Supplement.....	599	-----	599
TOTAL.....	3,991	6,458	35,377
TEACHING KITS.....			
TRANSCRIPTION CIRCULATION (Program loans).....	2,604	1,898	10,679
SCRIPT CIRCULATION (Program loans).....	8,989	11,191	346,057
FREC SERVICE BULLETIN (Total copies).....	40,000	40,000	340,500
MISC.:			
Requests filled for technical advice.....	493	443	1,389
State Educational FM System Plans developed on request.....	-----	12	12
States given requested FM System planning assistance.....	14	4	18
Individual requests received for one or more services.....	17,159	14,451	103,239
Separate pieces of outgoing mail.....	39,826	45,322	(Unknown)

Federal Radio Education Committee Services

The services of the Federal Radio Education Committee have continued more or less as usual during the fiscal year ending June 30, 1945. By the close of the previous fiscal year, demand for copies of the monthly list of network educational broadcasts suitable for school listening had become so great that a special FREC (Federal Radio Education Committee) subcommittee (appointed under the chairmanship of Dabney S. Lancaster, Virginia State superintendent of public instruction, to study the extent to which schools are equipped for radio-program reception) recommended that the lists be printed in quantities sufficient for distribution, through State departments of education, direct to classroom teachers. However, the Board of the National Association of Broadcasters (on whom the FREC has depended for operating funds) felt that it would be contrary to established policy to supply funds for this project; so the FREC Educational Program Listing Service has continued on the same basis as before. This involves the auditioning, each month from September through June, of transcription copies of educational broadcasts submitted by the radio networks, by a panel of five school people acknowledged to be competent judges of the suitability of radio programs for school listening, and the subsequent distribution of the panel's recommended program listings, in mimeographed form, to State departments of education, to State teachers journals, to State librarians, and to selected school systems.

Publication of the *FREC Service Bulletin* has been continued throughout the year.

The report of the special FREC Subcommittee appointed a year ago to develop a set of suggested standards for college courses in radio was printed early in 1945, and has been given wide circulation among colleges and universities of the Nation. Many of them have endorsed it as a most useful document, and have indicated their intentions of adopting its suggestions.

A special subcommittee, under the chairmanship of Harold B. McCarty, director of University of Wisconsin's Radio Station WHA, was appointed at the November 1944 meeting of the FREC Executive Committee to investigate possible need of reorganization of the Committee membership, postwar activities in which the FREC might legitimately engage, and the possibility of broadening the basis for the Committee's financial support.

Advisory and Consultation Services

Advisory and consultation services provided, on request, by the Educational Uses of Radio Unit during the year were of three general

types: Providing requested information or advice, by correspondence, in relation to problems of individual school systems; invited participation in meetings and projects involving various aspects of the use of radio in education; and assistance to State departments of education, colleges and universities, and city school systems in relation to the planning of educational FM broadcast stations and program services.

Requested information or advice that was provided by correspondence ranged all the way from giving information as to where certain materials could be found, to the preparation of suggestive plans for the organization of school radio-drama workshops. Fortunately, many of these requests could be answered either by sending materials already available, or by referring the writer to existing sources of information. Others, however, necessitated the expenditure of hours of staff time in the preparation of suggested plans or procedures to fit specific situations. Of the 505 requests for such assistance, approximately one-third were of the latter type.

Requested participation, by the two members of the Educational Uses of Radio Unit's professional staff, in special meetings and projects involving the use of radio in education included such assistance as speaking before teacher groups and meetings of educational organizations; assisting the Washington, D. C., Chapter of the Association for Education by Radio in organizing and conducting a five-session radio-use workshop for teachers of the District of Columbia schools; meeting with the Radio Manufacturers Association's Special Committee on School Radio-Equipment Standards; and serving on the Advisory Committees of professional radio-education organizations such as the Institute for Democratic Education (New York City) and the School Broadcast Conference (Chicago).

During the past fiscal year, the Educational Uses of Radio Unit has provided direct field assistance to State-wide educational FM broadcast planning committees in each of 5 States—Connecticut, Ohio, Maryland, Virginia, and Illinois. Through a combination of correspondence and of visits of representatives of FM planning committees to the Educational Uses of Radio Unit headquarters in Washington, educational FM station planning assistance has been provided to planning groups in each of 9 other States. As of June 30, 1945, requests for educational FM station planning assistance had been received from a total of 29 different States.

Liaison Services

The Educational Uses of Radio Unit has had opportunity to work with educators, commercial broadcasters and radio trade-groups, radio manufacturers, and radio-regulatory agencies representative of both

Government and industry, as a liaison agency for promoting mutual understanding of interests, needs, and problems concerned with the production, broadcasting, reception, and use of educational radio program. Liaison relationships during the past year have included the following:

1. Continuing promotion of mutual understanding (of problems, motives, and needs) between educators and broadcasters, through the medium of the Federal Radio Education Committee.
2. Direct liaison with the National Association of Broadcasters and Frequency Modulation Broadcasters, Incorporated, aimed at keeping professional and trade associations of commercial broadcasters continuously informed of developing trends in the use of radio in education.
3. Direct liaison with the Association for Education by Radio, the National Association of Educational Broadcasters, the National Education Association, and other professional groups or organizations of educators concerned with the use of radio as an educational medium.
4. Direct liaison with the Federal Communications Commission in relation to keeping that body continuously informed of the status of planning for noncommercial broadcasting by educational institutions and State departments of education, and in relation to making sure that the Commission fully understands the needs, problems, and motives of existing and prospective educational station licensees.
5. Direct liaison with the Radio Technical Planning Board and with the Radio Manufacturers Association, aimed at promoting a clearer comprehension, by radio manufacturers, of specific educational applications and conditions of operation for which they need to provide in the design and construction of equipment items they produce for the school market.
6. Direct liaison with the Institute of Radio Engineers and with professional radio consulting firms, aimed at continuous accumulation of NEW technical information pertinent to the planning and use of radio and related audiotronic devices in the schools.
7. Direct liaison with the Surplus Property Board and other Federal surplus disposal agencies, aimed at keeping these agencies fully informed as to the needs of schools for communications and electronic equipment items.
8. Direct liaison with service and professional organizations and groups interested in the production and/or use of educational radio programs and transcriptions. (Groups of this kind with which close working relationships have been maintained during the past year include the Community Radio Council of Winston-Salem, N. C.; the Peabody Awards Committee for the District of Columbia; the Association of Women Directors of the National Association of Broadcasters; the Association of Junior Leagues of America; the Girl Scouts; the WMCA; and Town Hall, Inc.

Joint RMA-Office of Education School Radio Equipment Standards Study

In response to repeated requests from leading radio-equipment manufacturers for advice concerning the design of their postwar equipment lines for the school market, the Educational Uses of Radio

Unit and the Radio Manufacturers Association jointly sponsored a 2-day school radio equipment standards conference, held in the Cleveland Board of Education's Station WBOE studios last summer. The conferees, composed of manufacturers' engineers and educators familiar with the operation and use of all types of audiotronic instructional devices in common use, made tentative recommendations of standards for each of five types of school equipment: Classroom receiving sets, central program distribution systems, speech-input units, portable transcription players, and recorders.

The Radio Manufacturers Association then appointed a special committee of design and production engineers to make a thorough study of the Cleveland Conference recommendations in order to determine their technical soundness and economic practicability, with the understanding that, on completion of their study, they would report their conclusion to a special committee of three educational representatives, to be selected for their experience in school audiotronic-equipment use research by the U. S. Office of Education.

Accordingly, the Office of Education's special committee of three met with the RMA special committee, on June 15, 1945, in Highland Park, Ill., to review its conclusions and recommendations. Interestingly enough, it was found that the RMA committee had approved substantially all of the Cleveland Conference recommendations. This will mean that manufacturers who agree to cooperate with the standards-committee recommendations will offer to the school market equipment items which are correctly designed to serve their intended applications. It still remains for the two special committees to devise procedures for publicizing these recommended standards, and for certifying equipment items which meet them.

Publications

Office of Education publications during the final war year continued to focus attention upon education to help bring victory—and eventual peace.

More than 56 documents for bulletins, pamphlets, leaflets, etc., and 35 different issues of periodicals were published during the year. All types of printing brought the total number of printing and binding requisitions for the Office to 295.

The periodical **EDUCATION FOR VICTORY** continued throughout the year and beginning in January 1945, the Office issued a 12-page semi-monthly periodical devoted exclusively to Higher Education fields. The annual *Educational Directory* was also published.

The following is a list of U. S. Office of Education publications which came from the press during the fiscal year 1945:

List of New Publications

- Accredited Higher Institutions, 1944. (Bulletin 1944, No. 3) 5 cents.
 Accredited Secondary Schools in the United States, 1944. (Bulletin 1944, No. 4)
 30 cents.
 Data for State-wide Planning of Veterans' Education. (Bulletin 1945, No. 4)
 15 cents.
 Education of Teachers for Improving Majority-Minority Relationships. (Bulletin 1944, No. 2) 15 cents.
 Education Under Enemy Occupation. (Bulletin 1945, No. 3) 15 cents.
 Handbook of Cumulative Records. (Bulletin 1944, No. 5) 20 cents.
 Inter-American Cooperation in the Schools: Student Clubs. (Pamphlet No. 97)
 10 cents.
 Osteopathy. (Leaflet No. 23) Rev. 5 cents.
 Pharmacy. (Leaflet No. 14) Rev. 10 cents.
 Planning Schools for Tomorrow: Needs of Exceptional Children. (Leaflet No. 74)
 10 cents.
 Planning Schools for Tomorrow: Pupil Personnel Services for All Children.
 (Leaflet No. 72) 10 cents.
 Planning Schools for Tomorrow: The Schools and Recreation Services. (Leaflet
 No. 73) 10 cents.
 School Finance. (Bibliography No. 75) Free.

Biennial Surveys of Education, 1938-40 and 1940-42

- School Plant: Trends, Present Situation, and Needs. (Vol. I, Ch. IX) 15 cents.
 Statistical Summary of Education, 1941-42. (Vol. II, Ch. II) 10 cents.
 Statistics of City School Systems, 1939-40 and 1941-42. (Vol. II, Ch. VII)
 20 cents.
 Statistics of Higher Education, 1939-40 and 1941-42. (Vol. II, Ch. IV) 45 cents.
 Statistics of Nonpublic Elementary and Secondary Schools, 1940-41. (Vol. II,
 Ch. IX) 10 cents.
 Statistics of State School Systems, 1939-40 and 1941-42. (Vol. II, Ch. III)
 20 cents.

Educational Directory, 1944-45

- City School Officers. (Part II) 15 cents.
 Colleges and Universities. (Part III) 20 cents.
 Educational Associations and Directories. (Part IV) 10 cents.
 Federal, State, and County Education Officers. (Part I) 10 cents.

Family Contributions to War and Postwar Morale

- Home on Furlough. (No. 2) 5 cents.
 Suggestions for Using the Series. (No. 1) 5 cents.
 They Also Serve. (No. 3) 5 cents.

Nutrition Education Series

- A Study of Methods of Changing Food Habits of Rural Children in Dakota
 County, Minn. (Pamphlet No. 5) 10 cents.
 A Yardstick for School Lunches. (Pamphlet No. 4) 10 cents.

Miscellaneous

- Annual Report of the U. S. Office of Education, 1944. 25 cents.
 Expenditures Per Pupil in City School Systems, 1942-43. (Circular No. 230)
 Free.

FM for Education. (Misc. No. 7) 20 cents.

Index, EDUCATION FOR VICTORY, Volume I. Free.

Index, SCHOOL LIFE, Volume XXVII. Free.

Job Training for Victory. Chart. 5 cents.

Offerings in the Fields of Guidance and Personnel Work in Colleges and Universities. Free.

An Open Letter to My Newly Blinded Friend. 10 cents.

Vocational Education

Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1944. Free.

Matching Men and Farms. (Vocational Division Bulletin No. 229) 10 cents.

Social Leadership. (Vocational Division Bulletin No. 231) 10 cents.

Vocational Technical Training for Industrial Occupations. (Vocational Division Bulletin No. 228) 40 cents.

Periodicals

EDUCATION FOR VICTORY, (discontinued June 30, 1945; SCHOOL LIFE, monthly pre-war journal, resumed). \$1 a year.

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